

E. NÉMATALLAH & E. CHEVALLEY

A

PRACTICAL

ARABIC COURSE

ENGLISH TEXT EDITED BY

E. G. FINCH



CAIRO

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ARABIC COURSE

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Wemataallah


E. Chubbuck

1924301

a Monsieur Chisholm Dunbar-Burton,

En bien cordial souvenir de l'auteur

J. Nématalah


E. NÉMATALLAH & E. CHEVALLEY

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PRACTICAL
ARABIC COURSE

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UNION PRESS
J. NÉMATALLAH

1910

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PREFACE

It is constantly asserted by Europeans that it is impossible for them to gain even a moderate knowledge of Arabic except after infinite toil. There is a considerable grain of truth in this assertion, for there exists no satisfactory text-book which a beginner can use with confidence or which is so arranged that the student who has some acquaintance with the language can fix his ideas of the rather intricate Arabic grammar. The existing text-books are either exhaustive treatises dealing with delicate points of the grammar of Classical Arabic, or else they are merely phrase-books of Colloquial Arabic, giving (often in a faulty transliteration) a few common phrases in a particular dialect. The object of the authors of this text-book has been to provide a scientifically arranged grammar of the *language of the Press and of ordinary business life*.

The arrangement of the work is as follows :

Part I deals with the Arabic alphabet, the pronunciation of the letters is explained, as far as possible, phonetically, and reading lessons are given.

Parts II and III provide a complete course in all the important grammatical rules with copious vocabularies and exercises.

There is an Appendix of technical and administrative terms.

Throughout the book the vowel-accents have been carefully inserted in the Arabic script. Perhaps the main difficulty in Arabic is that the vowel-accents are hardly ever written and each word has to be learnt by ear before it can be properly used. The authors hope that this feature of the book will prove particularly useful to the student.

The lessons have been so arranged as to contain no more matter than can be conveniently mastered in a single day.

It is hoped that the book will prove useful to Government officials and Army Officers and especially to those officials who are required to pass an examination in the Arabic language.

THE AUTHORS

Cairo, December 1907.

SYMBOLS

and

ABBREVIATIONS

p	page
m	masculine
f	feminine
s, sing	singular
d	dual
pl, plur	plural

() In the vocabulary, Arabic words enclosed within brackets are only employed in the colloquial language.

' This symbol, which is placed over certain letters, denotes a suppressed l.



The following is the scheme of phonetics adopted in this book to indicate the Arabic pronunciation

â	English	a	in	father
a	"	first a	"	away
ê	"	ai	"	pain
e	"	e	"	men
î	"	i	"	machine
i	"	i	"	pity
ô	"	o	"	glory
o	"	o	"	top
û	"	ou	"	soup
u	"	oo	"	look

Part I



READING LESSONS

EXERCISES



1st Lesson — LETTERS OF THE ALPHABET

Vowel-accent

ث ت ب (1)

Fatha : *a*

Se : *th* (3) Te : *t* Be : *b* Alef : *a* (2)

ث ت ب

Tha

Ta

Ba

ا

بَا

(4) بَا

بَا

تَا

تَا

تَا

ثَا

ثَا

ثَا

(5)

— Exercise 1 —

بَتَا

تَتَا

ثَتَا

بَتَا

تَتَا

ثَتَا

بَتَات

تَتَات

ثَتَات

بَبَات

تَبَات

ثَبَات (6)

(1) The Arabic alphabet contains 29 letters.

(2) *a* is the sound of alef ا , *b* that of ب , etc.

(3) Pronounced like *th* in *thin*.

(4) For the present, we shall only consider the *alef* when it is placed in the middle or at the end of a word (ا) ; thus it serves to lengthen the vowel-sound of the preceding letter. E.g. *أ* is pronounced *bá* and not *ba*.

(5) These three columns show the form of the letters when written at the beginning, in the middle, or at the end of a word.

(6) *Alef* cannot be joined to the following letter in a word.

2nd Lesson — LETTERS OF THE ALPHABET

Vowel-accent

خ ح ج

Kasra : i

Kha : kh (2)

Hha : hh

Gim : g (1)

خ

Khi

ح

Hhi

ج

Gi

(3) خَجَا

خَجَا

جَا

جَا

جَا

خَجَر

خَجَر

جَر

جَر

جَر

خَجَز

خَجَز

جَز

جَز

جَز

— Exercise 2 —

جَا

خَجَا

خَجَا

جَا

جَا

جَجَا

خَجَا

خَجَا

جَا

جَا

جَجَز

خَجَز

خَجَز

جَز

جَز

جَا

خَجَا

خَجَا

جَا

جَا

(1) Pronounced usually like *g* in *good*.

(2) Pronounced like *ch* in the German *Nacht*.

(3) When followed by ج ح خ , the letters ج , ح , خ are usually written ج , ح , خ .

They are also occasionally written thus : ج , ح , خ , as will be seen later.

3rd Lesson — LETTERS OF THE ALPHABET

Vowel-accent ذ د

Damma : u (2)

Zāl : th (1)

Dāl : d

ذ

د

Thu

Du

جَدَّ (3) جَدَّثُ

د د

يَحْدُ ذَابَ

د د

— Exercise 3 —

جَاذِبُ

دَاخَ

ذَاثُ

حَدَا

دَبَّجَ

جَدَّبَ

حَادَثُ

دَجَّاجُ

ذَبَّجَ

حَدَّثَ

جَدَّازُ

حَدَّبَ

جَا حَادُ

حَدَا

جَادَ

تَجَادَبَ

ذَا بَجَ

حَدَادُ

ذَبَابُ

تَحَادَثَ

(1) Pronounced like *th* in *though*.

(2) The vowel-accent is three in numbers (←), (→) and (—).

(3) د and ذ cannot be joined to the following letter in a word.

4th Lesson — LETTERS OF THE ALPHABET

ز

ز

ز

Fat-hetên : an

Zên : z

Re : r

زَا

زَا

Zan

Ran (4)

جَزْ

جَزَا

رَجَزْ (2)

ر

ر

ر

جَزْ

جَزَا

زَرْدَا

ز

ز

ز

— Exercise 4 —

جَارِحْ

بَرَاخَا

زَادْ

رَاتِيَا

رَجِبْ

رَايِيَا

رَذَاذْ

تَرَابْ

بِرَازَا

بَنَخَارَا

خَرَابْ

جَدَاوْ

رَتِيَا

زَجَرَا

حَايِرْ

جَرَاخَا

جَزَاوْ

جَرَاوْ

بَادَرَا

زُجَايَا

(1) The sign (ز), which adds the sound of *n* to (ز), must be followed by | which, however, has no vocalic value.

(2) ر and ز cannot be joined to the following letter in a word.

5th Lesson — LETTERS OF THE ALPHABET

— =

ش

س

Kasretên : en

Shin : sh

Sin : s (I)

ش

Shen

س

Sen

جائِس

جائِباً

سبب

س

جائِس

بائِر

شرب

ش

— Exercise 5 —

سراج

ساج

خشب

جسد

شباب

خدش

حاسب

شراب

درس

حاسداً

ساجر

جس

سحاب

شراواً

حارس

شبح

سداداً

شرس

سادس

تشاجر

حشرات

داس

ساجد

شجراً

ستار

(1) س is pronounced like s in sea.

6th Lesson — LETTERS OF THE ALPHABET

ص ض

Dammetên : on

Dâd : d (2)

Sâd : s (1)

ض

Don

ص

Son

رَخَضَ

بَصَرَ

صَارَ

ص

ض

خَضَضَ

حَضَرَ

ضَرَبَ

ض

ض

— Exercise 6 —

ضَجَّاجٌ

صَاحِبٌ

ضَرَّاءٌ

حَصَدٌ

صَبَاحٌ

خِضَابٌ

حِصَصٌ

خَاضَ

رِصَاصٌ

حِصَارًا

صَادِرٌ

ضَارِبًا

صَادَ

حَاصِرَ

صَرَخَ

خِصْبٌ

ضَجْرٌ

صَابِرٌ

رَاضٍ

ضَبَابٌ

(1) ص has an emphatic pronunciation like that of s in the French *sang*.

(2) ض has an emphatic pronunciation like that of d in the French *dent*.

7th Lesson — LETTERS OF THE ALPHABET

ظ ط

Sukùn (3)

Za' : z (2)

Ta' : t (4)

ضَبَّطُ	سَطَّرَا	طَارَ	ط	ط	ط
جَاحِظُ	حَظَرَ	ظَلَا	ظ	ظ	ظ
			ظ		
			z		

— Exercise 7 —

خِطَابُ	طَرَدُ	حَظَا	طَرَحُ	طَرَبَا
خَظْبُ	بَسَاطُ	خَبَّطُ	طَرَزَا	شَطَطُ
سَطَّحُ	حَطَبُ	ظَابِطُ	شَطَبُ	طَبَخَا
شَرِطُ	خَطَرُ	شَاطِرُ	حِظَارُ	رَبَاطَا

-
- (1) ط has an emphatic pronunciation like that of *t* in the French *temps*.
- (2) ظ has an emphatic pronunciation like that of *z* in the French *horizon*.
- (3) A letter over which there is (ـَ) is pronounced as a mute letter.

8th Lesson — LETTERS OF THE ALPHABET

ع غ
Shadda (3) Ghèn : g (2) Ein : a' (1)

ع A'u
Gu

ع غ ع غ
عَدَبُ عَشْ ع ع غ
تَعَجَّبَ تَعَرَّ ع ع غ
طَبَعَ تَبَعَ ع غ

— Exercise 8 —

عَدَدُ غَرْدُ صَبَاغُ تَبَاغُ
رُبْعُ ذِرَاعُ عَرَبُ رُعْبُ
غَضَبُ رَغْبُ غَدَاُ تَعَرَّ
تَعَابُ عَرْشُ رَعْدُ غُرَابُ
عَصَا غَرْدُ غُرَابُ

(1) & (2) It is impossible to express these two letters phonetically, with any degree of exactitude. ع may be represented as guttural short a' and غ as a strongly aspirated g', but the learner would do well to learn these sounds by ear from a native.

(3) The (ع) indicates that the letter over which it is placed is doubled.

9th Lesson — LETTERS OF THE ALPHABET

ق ف

Qāf : q (1) Fe : /

ق = Qen ف = Fen

عَاصِفٌ صِفْرٌ فَرَسٌ ف فِ فِ
حَقٌّ قَرْنٌ قَشًا ق قَ قَ

— Exercise 9 —

تَفَاحٌ بَرَقَ جَفَافٌ قَصَبًا فَخْرُهُ قَصْرًا حَقَّقَ فِرَاقٌ فَرَجًا
فَحْصًا ظَرَفٌ شَرِقَ قَبْضًا قَرَّاشُ قَشَّ عَفَافٌ
قَرَّارٌ فَجْرًا قَبْضَ فَرَحًا رَقِصَ
قَدَحٌ صَفَقَ رَقِصَ سَقَفًا

(1) Pronounced like a guttural q .

10th Lesson — LETTERS OF THE ALPHABET

ل

Lâm : l

ك

Kâf : k

ل

Len

ك

Ken

كِتَابٌ

سَكْرٌ

كَيْدٌ

ك

ك

جَبَلٌ

بَلَدٌ

لَفْظٌ

ل

ل

— Exercise 10 —

كِتَفٌ

بَصَلٌ

تَكَدَّرٌ

قَلْبٌ

كِتَابٌ

لَفَاتٌ

ضَنَاحٌ

لَا حَظَّ (1)

كِبَارٌ

أَطْفٌ

شَبَاكٌ

جَلَالٌ

جَبَلٌ

جَلْدٌ

شُكْرٌ

كَلْبٌ

كَذَّابٌ

كَرْبٌ (2)

كَسَلٌ

حَلَاقٌ

بِقَالٍ

فَكَكٌ

قَالَ

شَاكٌ

فَاضِلٌ

(1) ل followed by ل is written لا .

(2) At the beginning or in the middle of a word, ك can be written ك .

11th Lesson — LETTERS OF THE ALPHABET

ن

Nūn : *n*

م

Mīm : *m*

نَ

Na

مَ

Ma

قَلَمٌ

جَمَالٌ

مَطَرٌ

م م م

حَسَنٌ

بِنْتُ

نَبَاتٌ

ن ن ن

— Exercise II —

نَظْمٌ

قَطْنٌ

جَنَاتٌ

ثَمَنٌ

نَامَ

نَجْمٌ

مِشْمِشٌ

نَادِمٌ

مَلِكٌ

نَجَلَ (1)

بَنَانٌ

جَمَلًا

نِظَامٌ

صِنْفٌ

مَرَارًا

نَصْرٌ

مَحَلًا

عِلْمٌ

مِنبَرٌ

مِثْلٌ

عُشْمَانٌ

نَعَمٌ

مَانِعًا

مِثْلٌ

مِثْلٌ

(1) ن is sometimes written نَ or نِ

13th Lesson — LETTERS OF THE ALPHABET

(1) **ي** **لا**
Ye : *y* Lámalef : *lá*

ي **لا**
ya *lá*

عَاقِلًا غَلامٌ لَائِسٌ لا لا
قَاضِي يَتِيمٌ يَدٌ ي ؛
(2)

— Exercise 13 —

هَلَالًا يَوْمٌ عَلَى يَابِسٌ قَطِيعٌ
عَبِيدًا يَأْقُوتٌ لَيْلًا عَافِيَةٌ مَصْطَفَى
شَرِيفَةٌ كَرِيمَةٌ عَظِيمٌ عَيْنٌ مِصْرِيٌّ
(3)

(1) *Y* is only the combination of *J* and *l*.

(2) Like *l* and *و*, *ي* without a vowel sign is used to lengthen the sound of the preceding letter ; e. g. *في* *fi* and not *fī*. - *ي* is sometimes written *ي* or *ي*.

(3) Final *ي*, without its two dots, has no value in pronunciation and is called *alef maqsūra* ; thus, *عَلَى* is pronounced *a'ala*.

14th Lesson — LETTERS OF THE ALPHABET

— (2) — (1)

Wasla

Madda

Alef

عَبَا

بَاب

أَنْ

|

|

|

— Exercise 14 —

(4) مِنْ الْمَدْرَسَةِ	(3) مَآثِرُ	بِالْجَنَّةِ	أَدَمُ
كِتَابُ الْوَلَدِ	آخِرُ	الْأَمِّ	الْأَفَّا
صَبَاحُ الْخَيْرِ	أَخَذَ	مَآكِلَ	أَمْنِ

(1) The (ـَ) is used to lengthen the | over which it is placed ; thus , آ equals two | .

(2) The (ـُ) is placed especially on the initial | of certain words beginning with | preceded immediately by a vowel-accent or by a distinct vowel sound ; it renders this | mute and joins the preceding syllable to the following letter. E. g. مِنْ الْبَابِ must be read as *minalbābi* and not as *mina albābi*.

(3) When a word ends in an unaccented letter, the latter is pronounced as if it had over it a (ـُ). If the letter is a *te marbūta*, it is pronounced like *he*.

(4) When a word, ending in a letter over which there is no vowel sign, has dependent upon it another beginning with آ, the unaccented letter is pronounced with the sound of « e » ; e. g. كِتَابُ الْوَلَدِ *kitāb'elwaladi*.

15th Lesson — LENGTHENING LETTERS

ء (1) ي و ا

Hamza

These three letters are called *weak* or *lengthening* letters.

— Exercise 15 —

بَارِئٌ	إِكْرَامًا	جَزَاءً (3)	خَاطِئٌ	أُخْتُ (2)
شَيْئًا	الْأَمَلُ	إِحْسَانٌ	شَوْوَنًا	أَدَبٌ
قِرَاءَةً	شَاطِئٌ	مَوْلَانَا	حِينَدٌ	لَوَاءُ

(1) The (ء) is rarely written alone. It usually accompanies the | and is also written over the و or the ي (which loses its two dots). This sign is placed above these letters, except when the | is written with (ـ) ; in which case, it is placed beneath, thus |ء.

(2) The (ء) renders the letter which it accompanies mute and has only the sound of the vowel by which it is accompanied.

(3) If a *weak* letter is preceded by a similar vowel-accent, it serves to lengthen this vowel-accent. - (ـ) is similar to |, (ـ) to و and (ـ) to ي.

16th Lesson — REVISION OF THE ALPHABET, &c.

1 — Letters of the alphabet

خ	ح	ج	ث	ت	ب	ا
ص	ش	س	ز	ر	ذ	د
ق	ف	غ	ع	ظ	ط	ض
ي	و	ه	ن	م	ل	ك

2 — Vowel-accents and signs

a) — Vowel-accents and signs which can be used with all the letters of the alphabet :

َ	ُ	ِ	ْ	ً	ٌ	ٍ
---	---	---	---	---	---	---

b) — Signs which can only be placed over the | :

َ	ُ	ِ
---	---	---

c) — Sign which can be used with | , و and ي , or which be written alone :

17th Lesson — SOLAR AND LUNAR LETTERS

(2) الْقَمَرُ (4) الشَّمْسُ

ال

The solar letters are :

ث د ذ ر ز س ش ص ط ظ ل ن

— Exercise 16 —

الْأَمُّ مِنَ الْأَرْضِ الْقَمَرُ الشَّمْسُ
الظُّهْرُ الْغَيْبُ فِي الدَّارِ الذَّهَبُ بِالْأَرَاخِمِ
(3) مَدِينَةُ لَنْدُنْ مَوَادُّ الْقَانُونِ حَقِيقَةُ الْخَبَرِ

(1) When the particle ^ءال is joined to a word beginning with one of the above 14 solar letters, the ^ءل of this particle is not pronounced and has no (ـ) over it, but a (ـ) is placed over the solar letter ; e. g. الشَّمْسُ is pronounced *ash-shams* and not *al-shams*. The solar letters are so called from the word شَمْسُ sun, which begins with one of them.

(2) Before the other letters, which are called *lunar*, from the word قَمَرُ moon, which begins with one of them, the ^ءل of ^ءال is pronounced and carries (ـ) ; e.g. الْقَمَرُ *al-qamar* and not *aq-qamar*.

(3) When a word, ending in *te marbûta* without a vowel sign, has another word dependent on it, the *te* is pronounced ; e.g. مَدِينَةُ لَنْدُنْ the city of London, is pronounced *madīnat London*.

18th Lesson — THE NUMERALS

0	صِفْرٌ	٠	5	خَمْسَةٌ	٥
1	وَاحِدٌ	١	6	سِتَّةٌ	٦
2	إِثْنَانِ	٢	7	سَبْعَةٌ	٧
3	ثَلَاثَةٌ	٣	8	ثَمَانِيَةٌ	٨
4	أَرْبَعَةٌ	٤	9	تِسْعَةٌ	٩
10	عَشْرَةٌ	١٠	21	وَاحِدٌ وَعِشْرِينَ ⁽¹⁾	٢١
11	أَحَدَ عَشَرَ	١١	25	خَمْسَةٌ وَعِشْرِينَ	٢٥
12	إِثْنَا عَشَرَ	١٢	30	ثَلَاثِينَ	٣٠
13	ثَلَاثَةَ عَشَرَ	١٣	40	أَرْبَعِينَ	٤٠
14	أَرْبَعَةَ عَشَرَ	١٤	50	خَمْسِينَ	٥٠
15	خَمْسَةَ عَشَرَ	١٥	60	سِتِّينَ	٦٠
16	سِتَّةَ عَشَرَ	١٦	70	سَبْعِينَ	٧٠
17	سَبْعَةَ عَشَرَ	١٧	80	ثَمَانِينَ	٨٠
18	ثَمَانِيَةَ عَشَرَ	١٨	90	تِسْعِينَ	٩٠
19	تِسْعَةَ عَشَرَ	١٩	97	سَبْعَةٌ وَتِسْعِينَ	٩٧
20	عِشْرِينَ	٢٠	99	تِسْعَةٌ وَتِسْعِينَ	٩٩

(1) From 21 onwards, وَ and, is placed between the units and the tens.

19th Lesson — THE NUMERALS

100	مِائَةٌ — مِائَةٌ	١٠٠	1000	أَلْفٌ	١٠٠٠
200	مِئَتَيْنِ	٢٠٠	2000	أَلْفَيْنِ	٢٠٠٠
500	(1) خَمْسَ مِئَةٍ	٥٠٠	3000	ثَلَاثَةَ أَلْفٍ (2)	٣٠٠٠
700	سَبْعَ مِائَةٍ	٧٠٠	4000	أَرْبَعَةَ أَلْفٍ	٤٠٠٠
900	تِسْعَةَ مِئَةٍ	٩٠٠	6007	سِتَّةَ أَلْفٍ وَسَبْعَةَ	٦٠٠٧
304	ثَلَاثَ مِئَةٍ وَأَرْبَعَةَ	٣٠٤	8100	ثَمَانِيَةَ أَلْفٍ وَمِائَةَ	٨١٠٠
685	سِتِّ مِئَةٍ وَخَمْسَةَ وَثَمَانِينَ	٦٨٥	9006	تِسْعَةَ أَلْفٍ وَسِتَّةَ	٩٠٠٦
	10000	(3) عَشْرَةَ أَلْفٍ	١٠٠٠٠		

— Exercise 17 —

Write in letters the following numbers :

١٠٦٧ — ٧١٤ — ٦٠٣ — ٢٨٧ — ٧٥ — ٢٨
 ١٠٧٦٦ — ٩٣٨٤ — ٧٤١٧ — ٥١٥٠ — ٣٥٨٢

(1) The word مِئَةٌ is generally invariable, and the numbers from 3 to 10 inclusive, which precede it, lose their ة .

(2) The word أَلْفٌ, preceded by a number from 3 to 10 inclusive, is put in the plural أَلْفٌ; preceded by a higher number, it remains in the singular.

(3) We shall consider later the special rules which govern the use of the numerals.

Part II



GRAMMAR

VOCABULARIES

EXERCISES



20th Lesson — PERSONAL PRONOUNS

Vocabulary — THE SCHOOL

A school (1)	مَدْرَسَةٌ	A student	طَالِبٌ
A university	جَامِعَةٌ — كَلِيَّةٌ	The library	اَلْمَكْتَبَةُ
The class (2)	اَلْفِرْقَةُ	The desk	اَلْمَكْتَبُ
A head-master	نَاطِرٌ — رَئِيسٌ	A book	كِتَابٌ
A teacher	مُعَلِّمٌ — مُدَرِّسٌ	A copy-book	دَفْترٌ
A pupil	تَلِمِيذٌ	A pen	رِيشَةٌ — قَلَمٌ

PERSONAL PRONOUNS

There are two kinds of personal pronouns : those joined to a word (*conjunctive*) and those standing alone (*disjunctive*).

I — Conjunctive Personal Pronouns

ي	عِنْدِي (with me)	I have
كَ	كِتَابُكَ (the book of thee (m))	Thy book (m)
هُ	مَدَحَهُ (he has praised him)	He has praised him

The *conjunctive* pronouns are the complements of *prepositions*, *nouns* and *verbs*.

1. The indefinite article *a* or *an* is not translated in Arabic.
2. *The* is represented by the definite article [ال].

The conjunctive personal pronouns are :

1^o — Conjunctive Pronouns (Singular)

ها	هُ	كَ	كَ	ي
Her	Him	Thy (f)	Thy (m)	Me

a) — Pronouns joined to a preposition

I have (1)	عِنْدِي	ي	or	مَعِيَ	or	لِي
Thou hast (m)	عِنْدَكَ ⁽²⁾	كَ	»	مَعَكَ	»	لَكَ
Thou hast (f)	عِنْدِكَ	كَ	»	مَعَكَ	»	لَكَ
He has	عِنْدَهُ	هُ	»	مَعَهُ	»	لَهُ
She has	عِنْدَهَا	هَا	»	مَعَهَا	»	لَهَا ⁽³⁾

1. There does not exist in Arabic a verb corresponding exactly to the English verb *to have* ; to translate the idea of *to have*, the prepositions *عِنْدَ* *مَعَ* *with* and *لِ* *to* are used with the various conjunctive personal pronouns.

When the verb *to have* means to possess a thing in one's house, *عِنْدَ* is used ; to have it on one's person : *مَعَ*. In other cases, *لِ* is used.

2. The second person singular is in very common use in Arabic.

3. It will be noticed that in the Arabic conjugation of the verb *to have*, present tense, the *د* of *عِنْدَ*, the *ع* of *مَعَ* and the *لِ* bear in each case a (ـَ), except in the 1st person singular where they take a (ـِ) by analogy with *ي*.

21st Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE SCHOOL (continued)

Paper (١)	ورق	Ink	حبر
A review, a magazine	مَجَلَّة	A page	صَحِيفَةٌ — وَجْه
A newspaper (جُرْنَال)	جَرِيدَةٌ	The lesson	الدَّرْس
A pencil	قَلَم رِصَاص	An exercise	تَمَرِّين
A penknife	مِقْشَط	A line	سَطْر
A ruler	مِسْطَرَّة	A sentence	جَمَلَةٌ
An ink-stand (دَوَايَة)	دَوَايَة	A word	كَلِمَةٌ

b) — Pronouns joined to a noun

ي	كِتَابِي	(the book of me)	My book
كَ	جَرِيدَتِكَ (٢)	(the newspaper of thee m)	Thy newspaper (m)
كَ	مَدْرَسَتِكَ	(the school of thee f)	Thy school (f)
هُ	مُعَلِّمِهِ	(the teacher of him)	His teacher (m)
هَا	وَرَقِهَا	(the paper of her)	Her paper

When joined to a *noun*, the conjunctive personal pronouns represent the English possessive adjectives.

1. When the conjunctive pronouns are joined to a word ending in ة, this ة is changed to an ordinary ت.

c) — Pronouns joined to a verb

ي	مَدَحَنِي	(he has praised me)	He has praised me
كَ	مَدَحَكَ	(he has praised thee (m))	He has praised thee m
كَ	مَدَحَكَ	(he has praised thee (f))	He has praised thee f
هُ	مَدَحَهُ	(he has praised him)	He has praised him
هَا	مَدَحَهَا	(he has praised her)	He has praised her

When joined to a verb, the conjunctive personal pronouns have the meaning of *me, thee, him, &c.* In the 1st person singular, a ن is added to the stem of the verb, before adding the ي.

— Exercise 18 —

عِنْدِي مِسْطَرَةٌ (1) وَوَرَقٌ وَقَلَمٌ وَحَبْرٌ (2) — مَعْلَمٌ الْمَدْرَسَةِ (3) — كِتَابٌ
نَظَرَ الْجَامِعَةَ — عِنْدَهُ جَرِيدَةٌ وَمَجَلَّةٌ وَدَقِيقَةٌ — مَعِيَ رِيْشَةٌ وَمِقْشَطٌ
وَمَعَكَ قَلَمٌ رَصَاصٌ — دَرَسَ التِّلْمِيذُ (4) — مَدَحَ الْمُدْرِسُ تِلْمِيذَهُ
— عِنْدَكَ كِتَابُهُ وَعِنْدَهَا قَلَمُكَ وَمَجَلَّتُكَ — مَدَحَنِي نَظَرَ الْمَدْرَسَةِ

1. We shall not, for the present, accentuate the last letter of Arabic words, for the accentuation of this letter depends on the position of these words in a sentence and is subject to certain rules which we shall consider later.
2. In enumerating a list of words, the conjunction *وَ* and is repeated after each word.
3. When a noun is determined by another or a succession of other nouns dependent each upon another, the last alone takes the article *ال*, unless it is a proper noun; the preposition *of* which connects these nouns is not translated.
4. In Arabic, the subject is generally placed after the verb.

22nd Lesson — CONJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM

The furniture	الأثاث — (المُؤَبِّلَة)
The dining-table	المَائِدَة — السُّفْرَة
A cupboard	خَزَانَة — (دُولَاب)
The side-board	خَزَانَة السُّفْرَة (1)
A chair	كُرْسِي

The cover	أَدَوَات السُّفْرَة — (طَقْم السُّفْرَة)
The cloth	غِطَاء المَائِدَة
A serviette	فُوطَة
A spoon	مِلْعَقَة
	A knife
	A fork
	A dish
	سِكِّين
	شَوْكَة
	طَبَق

20 — Conjunctive Pronouns (Plural)

هِنَّ	هُمْ	كُنَّ	كُم	نَا
Them (f)	Them (m)	You (f)	You (m)	Us

30 — Conjunctive Pronouns (Dual)

هُمَا (2)	كُمَا
-----------	-------

They two (m & f) You two (m & f)

1. When a word in English is rendered in Arabic by two nouns, the one depending on the other, the definite article **ال** is placed only before the second.

2. In colloquial Arabic, the pronouns of the dual and feminine plural are replaced by those of the masculine plural.

a) — Pronouns joined to a preposition

We have	عِنْدَنَا	or	عِنْدَنَا
You have (m)	عِنْدَكُمُ	»	لَكُمُ
You have (f)	عِنْدَكُنَّ	»	لَكُنَّ
They have (m)	عِنْدَهُمْ	»	لَهُمْ
They have (f)	عِنْدَهُنَّ	»	لَهُنَّ
You have (d)	عِنْدَكُمَا	or	لَكُمَا
They have (d)	عِنْدَهُمَا	»	لَهُمَا ⁽¹⁾

b) — Pronouns joined to a noun

Your drawer (m)	خِزَانَتُكُمُ	Their copy-book (f)	دَفْتَرُهُنَّ
Our desk	مَكْتَبَتَنَا	Your review (f)	مَجْلَدَتُكَ
Their lesson (m)	دَرْسُهُمْ	Your pen (d)	رِيشَتُكُمَا

c) — Pronouns joined to a verb

He has praised us	مَدَحَنَا	He has praised them (f)	مَدَحَهُنَّ
He has praised you (m)	مَدَحَكُمُ	He has praised you (d)	مَدَحَكُمَا
He has praised them (m)	مَدَحَهُمْ	He has praised you (l)	مَدَحَكُنَّ

1. See page 29, (3).

23rd Lesson — DISJUNCTIVE PERSONAL PRONOUNS

Vocabulary — THE DINING-ROOM (continued)

A plate	صَحْنٌ	A bottle	زُجَاجَةٌ — (قِرَازَةٌ)
The salt-cellar	أَمْلَاحَةٌ	A cup	فِنْجَانٌ
A glass	قَدَحٌ — كَأْسٌ	The saucer	صَحْنُ الْفِنْجَانِ

(The) food	الْأَكْلُ — الطَّعَامُ	(The) fish	السَّمَكُ
(The) bread (الْعَيْشُ)	الْخُبْزُ	(The) dessert, fruits	الْفَاكِهَةُ
(The) meat	اللَّحْمُ		

(The) drink	الشَّرْبُ		
Water	مَاءٌ — (مِيَّةٌ)	Wine	نَبِيذٌ — (نَيْتٌ)
The dining-room	أَوْضَةُ السُّفْرَةِ		

II — Disjunctive Personal Pronouns

The *disjunctive* personal pronouns are :

1 ^o — Singular :	هِيَ	هُوَ	أَنْتَ	أَنْتِ	أَنَا
	She	He	Thou (f)	Thou (m)	I
2 ^o — Plural :	هِنَّ	هُمْ	أَنْتُمْ	أَنْتُمْ	نَحْنُ
	They (f)	They (m)	You (f)	You (m)	We
3 ^o — Dual :	هُمَا				أَنْتُمَا
	They two (m & f)				You two (m & f)

أَنَا غَنِيٌّ (I rich) I am rich

هُوَ فَقِيرٌ (he poor) He is poor

The *disjunctive* personal pronouns are always used as subjects.

I (am)	أَنَا	You (are) (d)	أَنْتَ
Thou (art) (m)	أَنْتَ	You (are) (pl.m)	أَنْتُمْ
Thou (art) (f)	أَنْتِ	You (are) (pl.f)	أَنْتُنَّ
He (is)	هُوَ	They (are) (d)	هَـمَا
She (is)	هِيَ	They (are) (pl.m)	هَـمْ
We (are)	نَحْنُ	They (are) (pl.f)	هُنَّ

The *disjunctive* personal pronouns render in Arabic the present tense of the verb *to be*.

The book (is) useful الْكِتَابُ مُفِيدٌ

The water (is) in the glass الْمَاءُ فِي الْقَدَحِ (1)

The serviette (is) on the chair الْفُوطَةُ عَلَى الْكَرْسِيِّ (2)

As a rule, in Arabic the present tense of the verb *to be* is not translated in the case where in English it is followed by an attributive adjective or a circumstantial complement.

1. *في* in, *into*.

2. *على* on, *upon*, *over*.

25th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — A ROOM (continued)

The furniture		الأثاث	
A table	(طَاوِلَةٌ)	A box	صَنْدُوقٌ
A drawer	دَرَجٌ	The carpet	السَّطَاطِ
A chest of drawers	خِزَانَةٌ بِأَدْرَاجٍ	A curtain	سِتَارَةٌ
A shelf	رَفٌّ	A lamp	مِصْبَاحٌ — (لَمْبَةٌ)
A looking-glass	مِرْآةٌ	An image, a portrait	صُورَةٌ
A sofa	دِيوَانٌ	A drawing	رَسْمٌ
A room	غُرْفَةٌ — أُوْضَةٌ — قَاعَةٌ		

To accept, to agree to	قَبِلَ (a)	To sit	جَلَسَ (i) — قَعَدَ (o)
To shut	غَلَقَ (i) - (قَفَلَ) (o)	To send	بَعَثَ (a)
To sweep	كَنَسَ (o)	To beg, to ask for	طَلَبَ (o)
To explain	شَرَحَ (a)	To pronounce	لَفَظَ (i)
To do, to make	عَمَلَ (a) — صَنَعَ (a)		

Yes	نَعَمْ	No	لَا
-----	--------	----	-----

He has drunk

شَرِبَ

Has he drunk?

هل شَرِبَ؟
أَشْرَبَ؟

Past Tense (interrogatively)

Have I drunk?

هل شَرِبْتُ؟

Have we drunk?

أَشْرَبْنَا؟

Hast thou drunk (m)?

هل شَرِبْتَ؟

Have you drunk (m)?

أَشْرَبْتُمْ؟

Hast thou drunk (f)?

هل شَرِبْتِ؟

Have you drunk (f)?

أَشْرَبْتُنَّ؟

Has he drunk?

هل شَرِبَ؟

Have they drunk (m)?

أَشْرَبُوا؟

Has she drunk?

هل شَرِبَتْ؟

Have they drunk (f)?⁽¹⁾

أَشْرَبْنَ؟⁽¹⁾

— Exercise 20 —

هل كُنْستُ غُرْفَةَ النَّازِلِ وَأَوَضْتُ السَّفْرَةَ؟ — أَيْعَنْتُ الْجَرِيدَةَ
وَالْمَجَالَهَ؟ — بَعَثْتُ الْجَرِيدَةَ لَا الْمَجَالَهَ — هل قَبَلَ الْمُعَلِّمُ تَلْمِذَهُ؟
— لَعَمَّ قَبْلَهُ — عِنْدِي مِرَاةٌ وَلَمْبَةٌ فِي الْأَوَضَةِ — هل جَلَسْتُمْ عَلَى
الدِّيْوَانِ؟ — هل صَنَعُوا أَثَاثَ الْمَدْرَسَةِ؟ — لَفَظْتُ الْكَلِمَةَ وَالْجُمْلَةَ —
عَمَلْنَا صُورَةَ النَّازِلِ وَرَسَمَ الْجَامِعَةَ — هل كَتَبَ التِّلْمِذُ بِالْجَبْرِ؟

— Exercise 21 —

Did you send the carpet and the curtain? — Has the teacher opened the door and the window? — No, the teacher has opened the door and shut the window. — Have you made (m) the furniture of our room? — Has she swept the room? — Have they accepted (m) the pupil in the school? — Have you copied (f) the exercise in the copy-book? — Have we drunk a bottle of wine? — Have they made (m) the portrait of their teacher?

1. The dual form of the past tense having been given in the preceding lesson, it is unnecessary to repeat it in each lesson.

26th Lesson — PAST OF SIMPLE TRILITERAL VERBS

Vocabulary — TIME

The day	اليوم	The month	الشهر
The week	الأسبوع	(The) time	الوقت — الزمن
		الأحد — يوم الأحد	
Monday	الاثنين	Thursday	الخميس
Tuesday	الثلاثاء	Friday	الجمعة
Wednesday	الأربعاء	Saturday	السبت
يناير	فبراير	مارس	أبريل
January	February	March	April
مايو	يونيو	يوليو	أغسطس
May	June	July	August
سبتمبر	أكتوبر	نوفمبر	ديسمبر
September	October	November	December
To arrive	قَدِمَ (a)	To do	فَعَلَ (a)
To return	رَجَعَ (i)	To understand	فَهِمَ (a)
To examine	فَحَصَ (a)	To suppress	حَدَفَ (i)
To learn (by heart), to guard, to preserve		حَفِظَ (a)	
Or	أَوْ — أَمْ (1)	How ?	كَيْفَ ؟

1. أَمْ is used particularly in interrogative sentences introduced by أَمْ.

I opened

فَتَحْتُ | I did not open مَا فَتَحْتُ

Past Tense (negatively)

I did not open	مَا فَتَحْتُ	We did not open	مَا فَتَحْنَا
Thou didst not open (m)	مَا فَتَحْتَ	You did not open (m)	مَا فَتَحْتُمْ
Thou didst not open (f)	مَا فَتَحْتِ	You did not open (f)	مَا فَتَحْتُنَّ
He did not open	مَا فَتَحَ	They did not open (m)	مَا فَتَحُوا
She did not open	مَا فَتَحَتْ	They did not open (f)	مَا فَتَحْنَ

— Exercise 22 —

هَلْ دَخَلُوا أَوْ خَرَجُوا؟ — أَجَلَسْتُ عَلَى الدُّيَّوَانِ أَمْ عَلَى الْكَرْسِيِّ؟
 — مَا فَهِمَ الدَّرْسَ وَمَا كَتَبَ التَّهْرِيبَ — أَقْدِمُوا يَوْمَ السَّبْتِ أَمْ يَوْمَ
 الْإِحْدَى؟ — كَيْفَ صَنَعُوا الْخِزَانَةَ وَالْمَكْتَبَ فِي يَوْمٍ؟ — أَمَا (1)
 رَجَعْتُمْ يَوْمَ الْخَمِيسِ ١٤ أَغْسُطُس؟ — أَمَا فَتَحْتَ الدَّرَجَ؟

— Exercise 23 —

Have they suppressed (m) a word or a sentence? — We did not shut our room. — Have you not made (s.m) their writing-desk? — How did they open (m) the drawer? — Have you understood (s.f) your lesson? — I have not written the exercise in the school. — How did the teacher examine his pupil? — Did they not open the door and the window?

1. To conjugate the past tense of a verb, interrogatively and negatively, the particle **أَمَا** is placed before it.

نَحْرَح = To explain
 فَحَص = ... examine
 حَلَف = ... swears

27th Lesson — PRESENT & FUTURE OF S. T. V.
Vocabulary — TIME (continued)

Spring	الرَّبيع	Autumn	الخريف
Summer	الصيف	Winter	الشتاء
Season	فصل	In the evening	مساءً
Year	سنة — عام	In the night	ليلاً
Hour	ساعة	Noon	الظهر
Minute	دقيقة	To-day	اليوم
Morning	صباح	Yesterday	أمس — البارح
Evening	مساءً	To-morrow	غداً — (بكرة)
Night	ليل	The day after to-morrow	بعد غد
In the morning	صباحاً	Now	الآن

The day before yesterday — أول أمس — أول أبارح

To enter	دخل (o)	To look at	نظر (o) إلى
To go out	خرج (o)	To learn, to know	علم (a)
To go	ذهب (a)	To know	عرف (i)
To come, to be present		حضر (o)	
From	من	To, towards, till	إلى

He entered (دَخَلَ) He enters (يَدْخُلُ)

Present and Future Tense

I enter, shall enter	أَدْخُلُ	We enter	نَدْخُلُ
Thou dost enter (m) (أَنْتَ)	تَدْخُلُ	You enter (pl.m)	تَدْخُلُونَ
Thou dost enter (f)	تَدْخِلِينَ	You enter (pl.f)	تَدْخِلْنَ
He enters	يَدْخُلُ	They enter (pl.m)	يَدْخُلُونَ
She enters	تَدْخُلُ (هِيَ)	They enter (pl.f)	يَدْخِلْنَ
You enter (d)	تَدْخُلَانِ (أَنْتُمَا)	They enter (d.m)	يَدْخُلَانِ
	They enter (d.f)		تَدْخُلَانِ (هُمَا)

The *present tense* is formed from the past by placing before it one of the prefixes ا, ن, ي. The first radical of simple trilateral verbs must always have a (ـَ) over it; the vowel-sound over the second radical varies and must be learnt either by practice or from the dictionary (1). The vowel-sound over the 3rd radical varies according to the particles which may precede the present tense.

— Exercise 24 —

ذَهَبَ الشَّيْءُ وَقَدِمَ الرَّبِيعُ وَيَذْهَبُ الصَّيْفُ وَيَقْدِمُ الْخَرِيفُ —
 أَخْرَجَ يَوْمَ السَّبْتِ وَأَرْجِعْ فِي مَسَاءِ الْاَحَدِ — خَرَجْنَا لَيْلًا أَمْسَ
 وَأَوَّلَ أَمْسٍ — أَبْعَثْ صُورَتِي إِلَى مَعْلَمِي غَدًا أَوْ بَعْدَ غَدٍ

1. For the verbs contained in this book, the letters (a), (i), (o) following these verbs indicate that the 2nd radical of the present or future tense is (ـَ), (ـِ) or (ـُ) respectively.

28th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE BED-ROOM

The bed	السَّرِيرَ	A portmanteau	(شَمَاعَة)
A mattress	فَرْشَة — (مَرْتَبَة)	The dressing-table	الْمَغْسَلُ
A bolster, a pillow	مِخْدَة	The water-jug	الْإِبْرِيْقُ
The bed-clothes	الْمِلَاحِيَة	The basin	(الطِّشْتُ)
The quilt	الْفِطَاءُ — (الْحِرَامُ)	A brush	فُرْشَة
The mosquito-curtain	النَّامُوسِيَّةُ	The comb	الْمِشْطُ
A candle-stick	شَمْعَدَانُ	The razor	الْمُوسَى — (الْمُوسُ)
Matches	كِبْرِيتُ	The scissors	الْمَقْصَصُ
A clock	سَاعَة	Soap	صَابُونُ

The bed-room أَوْضَة النُّومِ

To wash	(i) غَسَلَ	To wipe, to clean	(a) مَسَحَ
To tie, to attach	(o) رَبَطَ	To shave	(i) حَلَقَ
To breakfast	(o) فَطَرَ	To be sleepy	(a) نَعَسَ

To count, to calculate (o) حَسَبَ

When ? متى ؟ What ? ماذا ؟

هل تذهب؟
أذهب؟

نذهب Do we go?

We go

Present Tense (interrogatively)

Do I go ?	أذهب؟	هل تذهب؟
Dost thou go (m) ?	أتذهب؟	هل تذهبون؟
Dost thou go (f) ?	أتذهبين؟	هل تذهبن؟
Does he go ?	أذهب؟	هل يذهبون؟
Does she go ?	أتذهب؟	هل يذهبن؟

— Exercise 25 —

أيجزُر الناظر أم المعلم (1)؟ — أغسل المِلاية اليوم — متى يجزُر جون
من الأوضة؟ — ماذا يفعل الآن؟ — هل غسَلت الطشت والإبريق
بالصابون؟ — متى تقطر؟ — ماذا تحسبون؟ — متى يجلقون؟ —
أعرف ماذا يكتبون ويضم ماذا يشرحون؟

— Exercise 26 —

Have you a brush and a comb in the drawer ? — Do you
wipe (s.m) the razor and the scissors ? — How do you
attach (s.f) your mosquito-curtain ? — Does he know when
they breakfast (m) in the bed-room ? — What have you
learnt from your lesson ? — The pillow (is) on the bed. —
The clock (is) on the table. — When will they go out and
when will they return ? — What have you done ?

1. When a word, the last letter of which carries (ـ), is followed by another word beginning with (ـ), the (ـ) is changed to (ـ), for the sake of euphony. Exceptions : من becomes من and the final م of the masculine plural pronoun takes (ـ).

29th Lesson — PRESENT & FUTURE OF S. T. V.

Vocabulary — THE FAMILY

The father	الْوَالِد — الأب	The grand father	الجد
The mother	الْوَالِدَة — الأم	The grand mother	الجدّة
The brother	الشقيق — الأخ	A man	رجل
The sister	الشقيقة — الأخت	A woman	إمراة
The son	الابن	A friend	صديق
The daughter	الابنة — البنت	An enemy	عدو
The child	الولد	The family	العائلة
The uncle	العم — الخال	Peter	بطرس
The aunt	العمة — الخالة	Paul	بولس
The nephew	ابن الأخ — ابن الأخت	John	يوحنا
The niece	بنت الأخ — بنت الأخت	Mary	مريم

The cousin (m)	ابن العمّة — ابن الخالة
The cousin (f)	بنت العمّة — بنت الخالة

To thank	شكر (o)	To strike, to beat	ضرب (i)
To be tired	تعِبَ (a)	To serve	خدم (i)

To hate, to detest (a) كره (o) بغض

Why ? لماذا ؟ Where ? أين ؟

I strike	أَضْرِبُ	I do not strike	لَا أَضْرِبُ
Present Tense (<i>negatively</i>)			
I do not strike	لَا أَضْرِبُ	We do not strike	لَا نَضْرِبُ
Thou dost not strike (m)	لَا تَضْرِبُ	You do not strike (m)	لَا تَضْرِبُونَ
Thou dost not strike (f)	لَا تَضْرِبِينَ	You do not strike (f)	لَا تَضْرِبْنَ
He does not strike	لَا يَضْرِبُ	They do not strike (m)	لَا يَضْرِبُونَ
She does not strike	لَا تَضْرِبُ	They do not strike (f)	لَا يَضْرِبْنَ

— Exercise 27 —

أَيْنَ وَالِدَاكَ وَالدَّيَّانِ؟ — وَالَّذِي فِي غُرْفَةِ شَقِيقَتِي وَلَا أَعْرِفُ أَيْنَ
وَالَّذِي — لَا أَفْهَمُ لِمَاذَا بُولَسَ يَضْرِبُ ابْنَهُ وَأَبْنَتَهُ — بِطَرَسْ يَحْدِثُ
صَدِيقَهُ وَعَدُوَّهُ — أَلَا (1) تَعْرِفِينَ أَيْنَ ذَهَبَتْ شَقِيقَتُكَ وَمَتَى تَرْجِعُ؟
لِمَاذَا يَكْرَهُونَ خَالَتَهُمْ وَعَمَّائَهُمَا؟ — أَمَّا (2) تَعْرِفُونَ مِنْ أَيْنَ تَقْدَمُ؟

— Exercise 28 —

He does not hate his enemy. — Why do you not thank your teacher? — Mary does not strike her child. — Do you not know why we came the day before yesterday and why we shall return to-morrow morning? — Where will they go (f)? — I do not know why Peter does not praise me and does not thank my brother. — Has she not been tired yesterday evening? — Do you know my family?

1. To conjugate a verb in the present tense, interrogatively and negatively at the same time, **أَلَا** is placed before it.

2. **مَا** is also used with the present tense which then has a present (but not a future) signification.

30th Lesson — FUTURE OF SIMPLE TRILITERAL VERBS

Vocabulary — A STREET

A street	شارِع	A hospital (إِسْتِثَالِيَّة)	مُسْتَشْفَى
A lane	حَارَّة — زُقَاق	A dispensary	(أَجْزَاخَانَة)
A road	سِكَّة	The market, the bazaar	السُّوق
The way	الطَّرِيق	A carriage	عَرَبَة — (عَرَبِيَّة)
The ground	الأَرْض	A bicycle	عَجَلَة — دَرَّاجَة
A church	كَنِيسَة	A gentleman	(خَوَّاجَة)
A mosque	جَامِع	A lady	سَيِّدَة — (سَيِّت)
A square	سَاحَة - مِيدَان	A bridge	(كُوبَرِي)
A house	بَيْت — مَنْزِل	A stream, a canal	نَرْعَة
A garden	بُسْتَان — (جَنِينَة)	The river	النَّهْر
A store	مُخَزَّن	The sea	الْبَحْر
A shop	دُكَّان	The quay	الرَّصِيف

To ride, to drive	رَكَبَ (a)	To steal	سَرَقَ (i)
To flee, to run away	هَرَبَ (o)	To overtake, to join	لَحَقَ (a)
To be drowned	غَرِقَ (a)	To go away from	بَعَدَ (o) عَنْ

To approach, to get near قَرِبَ (o) مِنْ

But وَلَكِنْ Between بَيْنَ

He flees

يَهْرُبُ He will flee (1) سَيَهْرُبُ
سَوْفَ يَهْرُبُ

Future

I shall flee	سَأَهْرُبُ	We shall flee	سَنَهْرُبُ
Thou wilt flee (m)	سَتَهْرُبُ	You will flee (m)	سَتَهْرُبُونَ
Thou wilt flee (f)	سَتَهْرُبِينَ	You will flee (f)	سَتَهْرُبْنِ
He will flee	سَيَهْرُبُ	They will flee (m)	سَيَهْرُبُونَ
She will flee	سَتَهْرُبُ	They will flee (f)	سَيَهْرُبْنَ

— Exercise 29 —

سَأَهْرُبُ إِلَى الْبُسْتَانِ — سَأُخْرِجُ الْآنَ مِنَ الْبَيْتِ وَلَكِنْ عَمِي
سَيُخْرِجُنِي فِي الْمَسَاءِ — سَيَلْحَقُ أُمْرَأَتَهُ وَابْنَهُ فِي الطَّرِيقِ — أَيْنَ
مَنْزِلَكُمْ؟ — مَنْزِلُنَا فِي السَّاحَةِ بَيْنَ النَّهْرِ وَسَكَّةِ الْبُسْتَانِ — سَنَرَكُ
عَرَبَةً وَنَذْهَبُ إِلَى الرِّصِيفِ — سَأَبْعَدُ عَنْهُمْ وَلَكِنْ سَأَقْرُبُ مِنْكُمْ

— Exercise 30 —

The lady will overtake her child at the house. — Our dispensary (is) between the hospital and the church. — Peter will go to (the) school, but his cousin will go to the garden. — We shall sit between our uncle and our aunt. — Is the bridge over the stream or over the river? — Do you know why John will go out to-morrow? — Yes, but we do not know why he will not come to us.

-
1. To denote future time *affirmatively*, سَ or سَوْفَ is placed before the present tense ; سَ indicates the near future, and سَوْفَ which is rarely used, expresses a remote future.

31st Lesson — IMPERATIVE OF SIMPLE TRILITERAL VERBS

Vocabulary — DRESS

A suit of clothes	ثَوْبٌ — بَدَلَةٌ	A handkerchief	مِنْدِيلٌ
A skirt	فُسْتَانٌ	A shoe	جُزْمَةٌ
The hat	(الْبُرْنِيطَةُ)	A stocking	(شُرَابٌ)
The tarboosh	(الطَّرْبُوشُ)	A belt	حِزَامٌ
A shirt	قَمِيصٌ	A watch	سَاعَةٌ
A waist-coat (صَدِيرِي)	صُدْرَةٌ	A chain	سِلْسِلَةٌ — (أَسْتِيكٌ)
The trousers	(الْبَنْطُلُونُ)	A parasol	شَمْسِيَّةٌ
The jacket	السِّتْرَةُ	A fan	مِرْوَحَةٌ
A pocket	جَيْبٌ	A cane	عَصَا — (عَصَايَةٌ)
A shelf	كُفٌّ	The purse	الْكَيْسُ
A tie	رِبَاطٌ رَقَبَةٌ	A ring	خَاتَمٌ

To dress, to wear	لِيسَ (a)	To possess	مَلَكَ (i)
To draw, to sketch	رَسَمَ (o)	To lie down	رَقَدَ (o)
To succeed	نَجَحَ (a)	To refuse	رَفَضَ (i)

To mix, to mingle (o) — مَزَجَ (i) خَلَطَ

Almost, nearly تَقْرِيْبًا Without — بِدُونِ بَلَا — مِنْ غَيْرِ

Refuse (s.m) (لَا) اِرْفُضْ

Thank (s.m) (اِنْ شَكَرْ)

Imperative

Refuse (s.m)	اِرْفُضْ	Refuse (pl.m)	اِرْفُضُوا
Refuse (s.f)	اِرْفُضِي	Refuse (pl.f)	اِرْفُضْنَ

Refuse (d m & f) اِرْفُضَا

Thank (s.m)	اَشْكُرْ	Thank (pl.m)	اَشْكُرُوا
Thank (s.f)	اَشْكُرِي	Thank (pl.f)	اَشْكُرْنَ

Thank (d m & f) اَشْكُرَا

The *imperative* is formed from the present indicative by replacing the prefixed-letter of the latter by **اِ** and suppressing final **ن**, except in the case of 2nd person feminine plural.

However, if the 2nd radical of the present tense carries (ـِ), the **اِ** in the imperative is written **اَ**.

Let us refuse لِنَرْفُضْ

Let us thank لِنَشْكُرْ

The 1st person plural of the imperative is represented by the 1st person plural of the present indicative preceded by the imperative particle **اِ**.

32nd Lesson — IMPERATIVE of SIMPLE TRILITERAL VERBS

Vocabulary — *THE HUMAN BODY*

The parts of the body of the man *أجزاء جسم الإنسان*

<i>الرأس</i>	<i>الوجه</i>	<i>الرقبة</i> — <i>العنق</i>	<i>الشعر</i>	<i>اليد</i> — <i>الأيدي</i>	<i>الاصبع</i> — <i>الاصابع</i>	<i>الفخذ</i>
The head	The face	The neck	The hair	The trunk	The shoulder	The chest, the breast
						The belly
						The stomach
						The back
<i>الذراع</i>	<i>المرق</i> — <i>الركوع</i>	<i>الساعد</i>	<i>اليد</i> — <i>الأيدي</i>	<i>الاصبع</i> — <i>الاصابع</i>	<i>الفخذ</i>	<i>الرجل</i>
The arm	The elbow	The fore-arm	The hand	The finger	The thigh	The knee
						The leg
						The foot

To wound	(a) <i>جرح</i>	To raise, to lift	(a) <i>رفع</i>
To turn (the head)	(i) <i>لفت</i>	To dive, to plunge	(i) <i>غطس</i>
To forbid, to prevent	(a) <i>منع</i>	To be useful	(a) <i>نفع</i>

To name, to cite, to mention (o) *ذكر*

At first, first of all *أولا* | Afterwards, then

ثم

Raise ! (s.m)	ارفعْ	Do not raise	لا ترفعْ
Mention ! (s.m)	اذكرْ	Do not mention	لا تذكرْ

Imperative (*negatively*)

Do not raise (s.m)	لا ترفعْ	Do not raise (pl.m)	لا ترفعوا
Do not raise (s.f)	لا ترفعيْ	Do not raise (pl.f)	لا ترفعنْ

Do not raise (d m & f) لا ترفعا

To conjugate the imperative *negatively*, the present tense is used preceded by the *prohibitive* particle لا ; the final ن is suppressed, except in the case of the 2nd person feminine plural. (1)

— Exercise 31 —

Plunge your head into the water. — Has the pupil succeeded ? — What are you mixing ? — Name me first the parts of the trunk, then the limbs. — Do not lift your hand. — Why does he turn his head ? — Dress yourself first, then go out with my father. — Draw the portrait of our friend Paul. — Sit on the sofa. — How did he wound her ?

-
1. The *prohibitive* particle لا must not be confused with the *negative* particle لا which we have already studied. Although spelt in the same way, they differ in force and use, as will be seen later. To distinguish them, it is sufficient for the time being to rely on a common-sense idea of the writer's meaning.

33rd Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — *THE HUMAN BODY* (continued)

The head	الرَّأْسُ	The chin	الذَّقْنُ
The forehead	الْجَبِينُ — الْجَبْهَةُ	The moustache	الشَّارِبُ (الشَّنْبُ)
The eye-brow	الْحَاجِبُ	The beard	الْجَبَّةُ
The eye	الْعَيْنُ	The hand	الْيَدُ — (الْأَيْدِ)
The eyelid	الْجَفْنُ	The wrist	الرَّيْدُ — الْمَعْصَمُ
The cheek	الْخَدُّ	The fingers	الْأَصَابِعُ
The ear	الْأَذُنُ — (الْوَدُنُ)	The thumb	الْإِبْهَامُ
The nose	الْأَنْفُ	The index	السَّبَابَةُ
The mouth	الْفَمُ — (الْحَنَّاكُ)	The joint	الْعَقْدَةُ
The lip	الشَّفَةُ	The nail	الظَّفَرُ
The tongue	اللِّسَانُ	The foot	الرِّجْلُ
The tooth	السِّنُّ	The ankle	الْكَعْبُ
To translate	تَرَجَّمَ	To prove, to demonstrate	بَرَهَنَ
To roll	دَحْرَجَ	To decorate	زَخَرَفَ
To gain, to bribe	بَرَّطَلَ	To shake	زَعَزَعَ
To trouble, to throw into confusion		بَلَّلَ	
Especially	خُصُوصًا — لَا سِيَّامَا	According to	
		يَجَسَّبُ	

To translate, he translated (— — —) تَرَجَّمَ
 He translates (— — —) يَتَرَجِّمُ

Past Tense

I translated	تَرَجَّمْتُ	We translated	تَرَجَّمْنَا
Thou didst translate (m)	تَرَجَّمْتَ	You translated (pl.m)	تَرَجَّمْتُمْ
Thou didst translate (f)	تَرَجَّمْتِ	You translated (pl.f)	تَرَجَّمْتُنَّ
He translated	تَرَجَّمَ	They translated (pl.m)	تَرَجَّمُوا
She translated	تَرَجَّمَتْ	They translated (pl.f)	تَرَجَّمْنَ
You translated (d)	تَرَجَّمْتَ	They translated (d.m)	تَرَجَّمَا

They translated (d.f) تَرَجَّمَا

Present & Future Tense

I translate	أَتَرَجِّمُ	We translate	نَتَرَجِّمُ
Thou dost translate (m)	تَتَرَجِّمُ	You translate (pl.m)	تَتَرَجَّمُونَ
Thou dost translate (f)	تَتَرَجَّمِينَ	You translate (pl.f)	تَتَرَجَّمْنَ
He translates	يَتَرَجِّمُ	They translate (pl.m)	يَتَرَجَّمُونَ
She translates	يَتَرَجِّمُ	They translate (pl.f)	يَتَرَجَّمْنَ
You translate (d)	تَتَرَجَّمَانِ	They translate (d.m)	يَتَرَجِّمَانِ
They translate (d.f)	تَتَرَجَّمَانِ		

34th Lesson — SIMPLE QUADRILITERAL VERBS

Vocabulary — ANIMALS

The lion	الأسد — السبع	The elephant	الفيل
The mane	العُرف	The trunk	الخرطوم
The mouth	الفم — الحلق	A tusk	ناب
The tail	الذيل	The camel	الجمل
A paw	رجل	The dromedary	الهجين
A claw	مخالب — ظفر	The gazelle	الغزال
The ass	الحمار	The dog	الكلب
The hoof	الحافر	The cat	القط — الهر
The saddle	السرّج	The rat	الفار
The stirrups	الرّسكاب	The cock	الدّيك
The bridle	الجام	An animal	حيوان

To slay	ذبح (a)	To swim	سبح (a)
To kill	قتل (o)	To suck	رضع (a)
To fatten	سمّن (a)	To bark	نبح (a)

To precede, to go before (i) سبق

Here

هنا

There

هناك

ترجم (— — —) (— — —)

Imperative

Translate (s.m)	ترجم	Translate (pl.m)	ترجموا
Translate (s.f)	ترجمي	Translate (pl.f)	ترجمن
Translate (d m & f)		ترجيا (1)	
Let us translate		لنترجم (2)	

— Exercise 32 —

اتذنبونَ الذيَ ههنا ههنا؟ — جرحَ أصبعه بالسكين وخده
 وذقنه بالموسى — ترجموا الدرس أولاً اذهبوا إلى البستان
 — خرج الحمار بلا سرج — الكلب صديق الإنسان — زخرفوا
 البيت وخصوصاً أوضة السفرة — كيف سرقوا الصكيس من
 جيبها وخصوصاً الخاتم من يدها؟

1. As we have seen, in the case of simple *trilateral* verbs, practice and the dictionary can alone indicate the vowel-sound of the 2nd radical. Moreover, the prefixed-letter has always a (—) over it.

In the case of simple *quadrilateral* verbs, the 2nd radical always bears a (—) and the prefixed-letter a (—); the 3rd radical is always accompanied by a (—) in the past and by a (—) in the present and imperative.

2. Simple quadrilateral verbs are conjugated in all their tenses like
 ترجم.

The interrogative, negative and prohibitive particles are used with quadrilateral verbs, in exactly the same way as with trilateral verbs.

35th Lesson - PRESENT PRECEDED BY CERTAIN PARTICLES

Vocabulary — ANIMALS (continued)

The horse	الجَوَادُ — الْحِصَانُ	The fish	السَّمَكَةُ
The mare	الْفَرَسُ	The monkey	الْقَرْدُ
The mule	البَغْلُ	The fox	الثَّغَبُ
The ox	الثَّوْرُ	The crow	الْغُرَابُ
The cow	البَقَرَةُ	The sparrow	الْعَصْفُورُ
The sheep	الْخِرَافُ	The pigeon	الْحَمَامَةُ
The ewe	النَّعْجَةُ	The locusts	الْجَرَادُ
The goat	الْمَعَزَةُ — الْمِعْزَةُ	The ant	النَّمْلَةُ
The hen	الدَّجَاجَةُ	The cotton-worm	دُودَةُ الْقُطْنِ
The chickens	الْفَرَاحُ	The snake	الْحَيَّةُ — الثَّعْبَانُ
The goose	الْوَرَّةُ	The scorpion	الْعُقْرَبُ

To hear	سَمِعَ (a)	To fall	سَقَطَ (o)
To carry	حَمَلَ (i)	To touch	لَمَسَ (i)
To carry off	خَطَفَ (a)	To look for, to seek	بَحَثَ (a) عَنْ
	To cook	طَبَخَ (o)	
Before	قَبْلَ	After	بَعْدَ

That **أنْ** **Not** **لَمْ** (1)

In order to, in order that

لَا — لِأَنَّ — لِأَجْلِ أَنْ

So that

لِكَيْ

Until

حَتَّى — إِلَى أَنْ

Certain particles, of which the most common are **أَنْ** **لَمْ** **لَا** **حَتَّى** **لِكَيْ** **إِلَى أَنْ** have the same influence as the prohibitive particle **لَا**, in that they cause the disappearance of the final **ن** from those persons of the present tense where it occurs, except in the case of the feminine plural which remains unchanged.

In the case of the other persons, the present tense, preceded by the particles **أَنْ** **لَمْ** **لَا** **حَتَّى** or **لِكَيْ**, changes the vowel-accent of the final radical to (ـَ).

When preceded by **لَمْ** or by either of the particles **لَا** (prohibitive) or **لَا** (imperative), the present tense takes (ـُ) over the final radical. (2)

— Exercise 33 —

لَمْ يَحْضُرْ لِأَذْهَبَ مَعَهُ — خَرَجُوا بَعْدَكَ لِشَكْرُوهُمْ — ائْتُوا عَنْهُمْ حَتَّى تَتَقَبَّوْا — لِمَاذَا لَمْ تَقْتُلِ الْعَقْرَبَ — عِنْدِي فَرَسٌ وَغَزَّالٌ هُنَا وَجَمَلٌ وَحِمَارٌ هُنَاكَ — اذْهَبُوا بَعْدَ أَنْ أَخْرُجَ وَأَرْجِعُوا قَبْلَ أَنْ أَحْضَرَ — ائْتُوا بِلَبْسٍ لَا أَحَقُّهُمْ — يَكْتُبُ حَتَّى يَنْفَسَ

1. This negative particle is only used with the present tense, to which it gives the meaning of the past ; e. g. **لَمْ يَذْهَبُوا** (they have not gone).

2. The English infinitive and participle, preceded by the above particles, are rendered by the present tense.

36th Lesson — AGREEMENT OF THE VERB
Vocabulary — PLANTS & SEEDS

A palm-tree	نَخْلَةٌ	The banana-tree	شَجَرَةُ الْمَوْزِ
A fig-tree	(1) شَجَرَةُ تِينٍ	The sycamore	شَجَرَةُ الْجَمِيزِ
An orange-tree	شَجَرَةُ بَرْتَمَانٍ	The cotton-plant	شَجَرَةُ الْقُطْنِ
A lemon-tree	شَجَرَةُ لَيْمُونٍ	The vine	شَجَرَةُ الْعِنَبِ — الْكَرْمِ
(The) cotton	الْقُطْنُ	(The) barley	الشَّعِيرَ
(The) sugar-cane	الْقَصَبُ	(The) maize	الذَّرَّةُ
(The) rice	الرَّزُّ	(The) beans	الْفُولُ
(The) corn	الْقَمْحُ	(The) peas (الحمص)	الْحِمَصُ
The vegetables (الْخَضَارُ)	الْبَقُولُ	A plant	نَبَاتٌ

The seeds	الْبُرُورُ — الْحَبُوبُ
To cultivate, to sow	(a) زَرَعَ
To plough	(o) حَرَثَ
To reap	(o) حَصَدَ
To leave, to abandon	(o) تَرَكَ
To be fertile (of ground)	(i) خَصَبَ
On, upon, over, up, above	فَوْقَ
Under, beneath, below	تَحْتَ

AGREEMENT OF THE VERB

My aunt came	حَضَرَتْ عَمِّي
The pupils have gone out	التَّلَامِيذَةُ خَرَجُوا
The verb agrees with its subject and is usually placed before it.	
The children cut the branch	يَقْطَعُ الْأَوْلَادُ الْغُصْنَ
Mary and her brother have dressed themselves	لَبَسَتْ مَرْيَمُ وَشَقِيقُهَا
The verb, when placed before a single or several subjects, is put in the singular and agrees in gender only with that subject which immediately follows it.	
The man and his wife heard	الرَّجُلُ وَأَمْرَأَتُهُ سَمِعَا
The ewe and the cow ran away	الْغَنَاجَةُ وَالْبَقَرَةُ هَرَبَتَا
The friends leave the house	الْأَصْدِقَاءُ يَتْرُكُونَ الْبَيْتَ
The girls sweep the room	الْبَنَاتُ يَكْنِصْنَ الْأَوْضَةَ
Paul, his sister and his daughter have come	

When placed after one or more subjects which stand for two persons or two things, the verb is put in the dual ; if the subjects stand for more than two persons, the verb is put in the plural.

If the subjects are of different genders, the verb is put in the masculine.

The dogs bark	تَنْبَحُ الْكِلَابُ	or	تَنْبَحُ الْكِلَابُ
The verb, placed before or after a plural subject denoting creatures without reason, is placed in the feminine singular.			

37th Lesson — PARTICLES OF SIMPLE VERBS
Vocabulary — A TREE, FLOWERS, FRUITS

A tree	شَجَرَةٌ	A peach	خَوْخَه
The root	الجَذْرُ	A pear	كَمَثْرَاةٌ — (كَمَثْرَايَة)
A branch	فَرْعٌ — غُصْنٌ	A fig	تِينَةٌ
A leaf	وَرَقَةٌ	A cherry	كَرْزَةٌ
(The) flowers	الْأَزْهَارُ	A grape	عِنْبَةٌ
A rose	وَرْدَةٌ	A banana	مَوْزَةٌ
A violet	بَنْفَسْجَةٌ	A date	بَلْحَةٌ
A pink	قَرْنَفَالَةٌ	A pomegranate	رَمَانَةٌ
Jasmine	يَاسْمِينٌ	A lemon	لَيْمُونَةٌ
(The) fruits	الْأَثْمَارُ	An almond	لَوْزَةٌ
An apple	تَفَّاحَةٌ	A walnut	جَوْزَةٌ
An orange	بُرْتِيْقَانَةٌ	A hazel-nut	بَنْدَقَةٌ
To pluck	قَطَفَ (o)	To allow	سَمَحَ (a)
To plant	غَرَسَ (i)	To collect, to gather	جَمَعَ (a)
To shoot, to spring up	نَبَتَ (o)	To tear out, to uproot	قَلَعَ (a)
To appear	ظَهَرَ (a)		
As, like	كَـ	Neither nor	لَا . . . وَلَا
	— كَمَا — مِثْلُ مَا		

He has struck

(— — — —)

ضَرَبَ

Striking (who strikes)

(— — — —)

ضَارِبٌ

Struck

(م — — — —)

مَضْرُوبٌ

The present active participle of simple trilateral verbs is formed by placing | after the first radical and by putting (ـَ) under the second. Paradigm (1).

The past passive participle is formed by placing م before the 1st radical, و after the second and by substituting (ـَ) for the vowel-sign of the first radical. Paradigm مَفْعُولٌ

He translates

(— — — — —)

يَتَرْجِمُ

Translating (who translates)

(م — — — —)

مَتَرْجِمٌ

Translated

(م — — — —)

مَتَرْجِمٌ

The participles of simple quadrilateral verbs are obtained by substituting م for the prefixed-letter of the present tense. In the passive participle, the vowel-sign of the 3rd radical is changed to (ـَ).

— Exercise 34 —

إِذْ رَغَ شَجَرَةُ الْمَوْزِ هُنَا كَمَا زَرَعْتَ شَجَرَةَ الْبُرْتَمَانِ هُنَاكَ — لَمْ
يُحْضِرِ الْكَاتِبُ قَبْلَ الظُّهِيرِ (2) — أَقْطَفِي لِي وَرْدَةً مِنْ بُسْتَانِكُمْ —
أَيُّنْتُ الْقُطْنُ بَعْدَ شَهْرٍ؟ — أَيْنَ الْقَاتِلِ وَأَيْنَ الْمَقْتُولِ؟

1. The verb فَعَلَ is always considered as a model.

2. The active and passive participles are sometimes used as nouns.

38th Lesson — THE NOUN
Vocabulary — THE HOUSE, etc.

A house	بَيْت — دَار — مَنْزِل — مَسْكَن
A palace, a mansion	سَرَاي — (سَرَايَة) — قَصْر
A hotel	فُنْدُق — (أُوتِل)
The study	غُرْفَةُ الشُّغْلِ — الْمَكْتَبُ
The drawing-room	قَاعَةُ الْأَسْتِقْبَالِ — (الْصَّلَاة)
The ground-floor	الدَّوْرُ الْأَرْضِيّ السَّطْحُ
The first-floor	الدَّوْرُ الْأَوَّلُ السَّلَامُ
The attic	الدَّوْرُ الْأَعْلَى (الدَّرَازِين)
The entrance	الْمَدْخَلُ (بَلْكُون)
The court-yard	الْحَوْشُ قُفْل — (قِفْل)
The kitchen	الْمَطْبَخُ مِفْتَاح
A place	مَحَلّ — مَكَان — مَوْضِع

To pull down, to demolish (i)	هَدَمَ	To ascend	صَعَدَ (a)
To attack	هَجَمَ عَلَى (o)	To go down, to come down (i)	نَزَلَ (i)
To convey, to transfer	نَقَلَ (o)	To live, to lodge at	سَكَنَ (o)
To keep, to take care of (o) حَرَسَ			
Before, in front of	أَمَامَ — قُدَّامَ	Behind	خَلْفَ — وَرَاءَ

GENDERS OF NOUNS

A young man

شَابٌ

A young lady

شَابَةٌ

There are two genders in Arabic : the *masculine* and the *feminine*.

A school-master (— — — —) مَعْلِمٌ — مَدْرَسٌ

A school-mistress (أَ — — — —) مَعْلِمَةٌ — مَدْرَسَةٌ

The *feminine* of nouns is generally formed by adding a ة to the masculine. (1)

The absence of the ة as a rule indicates the masculine gender,

— Exercise 35 —

My school-mistress lives in front of the church and behind the mosque. — Go up (s) to the attic and come down before I go out. — I have conveyed my bed from the ground-floor to the first-floor. — Look at (s.f) my father's mansion. — The room of the headmistress is between the drawing-room and the entrance, but her sister's room is in front of the staircase and behind the kitchen. — She has locked (2) her drawer. — I have a dog (f) and a cat (f). — Allow me to sit down in front of you. — Why are they pulling down the palace ? — They live (f) in a house without a balcony. — Go (s) first of all to the study and return, then go up to the drawing-room and come down by (3) the staircase of the courtyard.

1. Also when the ي and the ا followed by ة and a word, they generally indicate that this word is feminine ; e.g. صَحْرَاءُ *remembrance*, *desert*.

2. To lock قَفَلَ بِالْمِفْتَاحِ 3. مِنْ

39th Lesson — THE NOUN

Vocabulary — PROFESSIONS AND TRADES

The judge	القَاضِي	A door-keeper	بَوَّاب
The advocate	المُحَاوِي	A baker	خَبَّاز — قَوَّان
The doctor	الطَّيِّب — (الْحَكِيم)	A barber, a hair-dresser	حَلَّاق
A druggist	صَيِّدِي أَجْزَاجِي ⁽¹⁾	A fruiterer	فَاكِهَانِي ⁽¹⁾
The engineer	المُهَنْدِس	A shoemaker	جَزْمَجِي
The cultivator	المُزَارِع	A butcher	جَزَّار
The merchant	التَّاجِر	A tailor	خِيَّاط
The shop-keeper	البَّاع — الْبَائِع	A cook	طَبَّاخ
The jeweller	الجَوَاهِرْجِي	A printer	مُطْبَعَجِي
The jeweller (manufacturing)	الصَّائِغ	A mason	بَنَّاء
The keeper of a café	الْقَهْوَجِي	A porter	حَمَّال — (شِيَال)

To bleed	فَصَدَّ (i)	To condemn	حَكَمَ عَلَى (o)
To print	طَبَعَ (a)	To be just, to act justly	عَدَلَ (i)
		To witness, to give evidence	شَهِدَ (a)
Around	حَوْلَ	Always	دَائِمًا

1. A certain number of nouns denoting a profession or trade are formed by means of the Turkish suffix "جِي" or they end in "نِي".

NUMBERS OF NOUNS

A man

رَجُلٌ (— — —)

Two men

رَجُلَانِ (— — — اِنْ)
رَجُلَيْنِ (— — — يَنْ)

Men

رِجَالٌ

There are three numbers in Arabic : *singular*, *dual* and *plural*.

Dual of Nouns

The two engineers have come

حَضَرَ الْمُهَنْدِسَانِ

The key of the two doors

مِفْتَاحُ الْبَابَيْنِ

I struck the two children

ضَرَبْتُ الْوَلَدَيْنِ

They condemned (m) the two doctors

حَكَمُوا عَلَى الطَّبِيبَيْنِ

The *dual* is formed from the singular by the addition of the suffixes *اِنْ* or *يَنْ*. The former is employed for the *nominative* case (subject), and the latter for the *genitive* (complement of a noun or verb) and the *accusative* (complement of a preposition).

Her two eyes

عَيْنَاهَا
عَيْنَيْهَا
and not

The child's two ears

أُذُنَا الْوَلَدِ
أُذُنَيْهِ
and not
أُذُنِي الْوَلَدِ

If a noun in the dual number is followed by a conjunctive pronoun or by a complement, the final *ن* is suppressed.

40th Lesson — THE NOUN

Vocabulary — TRADES (continued)

The carpenter	النَّجَّار	The blacksmith	الْحَدَّاد
The work-shop	الْوَرَشَةُ	The forge	مَعْمَلُ الْحَدَادَةِ
A plank of wood	لَوْحُ خَشَبٍ	The fire	النَّارُ
The grocer	الْبَقَّال	The bellows	الْمِنْفَاخُ
Liquors	مَشْرُوبَات	Iron	حَدِيد
Cheese	(جَبْنَةٌ)	The watch-maker	السَّاعَاتِي
Oil	زَيْتٌ	A workman	صَانِعٌ — عَامِلٌ
Vinegar	خَلٌّ	A watch	سَاعَةٌ
Salt	مِلْحٌ	The confectioner	الْحُلُوفَانِي
Onions	بَصَلٌ	Sugar	سُكَّرٌ
Coal	فِصْمٌ	Sweetmeats	(مِلْبَسٌ)
A pair of scales	مِيزَانٌ	Syrup	شَرَابٌ — (شَرَبَات)
A profession	حِرْفَةٌ	A trade	صِنَاعَةٌ
To melt	(o) سَبَكَ	To light	(a) شَعَلَ
To blow	(o) تَفَخَّ	To be deceived	(a) غُلِطَ
To pierce	(o) ثَقَبَ	(o) خَرَقَ — (o) ثَقَبَ	
Since	مُنْذُ	During, for	مُدَّةً

Plural of nouns

A carpenter	(- - - -)	نجَّارٌ pl.	{	(- - - -)	نجَّارُونَ
A person	(- - -)	شَخْصٌ pl.	{	(- - - -)	شَخَاصٌ

There are two kinds of plurals : the *regular* plural, which produces no change in the singular form but is denoted by a suffix, and the *irregular* or broken plural, which modifies the singular form.

— Exercise 36 —

طَبَعْتُ الْكِتَابَ مِنْدَ شَهْرٍ — مَتَى تَرَكَ الصَّيْدَ الْإِجْزَاقَةَ؟ —
 تَرَكَهَا مِنْدَ أُسْبُوعٍ تَقْرِيبًا — أَيْنَ ذَهَبَ الْمَجْرُوحَانِ وَأَيْنَ الشَّاهِدَانِ؟ —
 — عِنْدِي زُجَاجَتَا خَلٍّ وَزَيْتٍ — هَلْ يُحْتَجُّ عَنِ الطَّيِّبِ فِي الْمُسْتَشْفَى
 وَعَنِ الْمُحَامِي فِي الْيَتِّ؟ — خَرَجَ النُّجَّارُ مِنَ الْوَرَشَةِ مِنْدَ سَاعَةٍ
 وَالْحَدَّادُ مِنَ الْمَعْمَلِ مِنْدَ سَاعَتَيْنِ وَلَمْ يَرْجِعَا

— Exercise 37 —

My son (is) a druggist and my nephew (is) a doctor. —
 He has been looking for his two children for an hour. —
 What are you doing around me? — Where are the two engineers and the two merchants? — They left the house for two months. — We have two eyes, two ears, two hands and two feet. — You are always deceived. — Have you (s) examined the two pupils? — The grocer has liquors, cheese, salt and coal. — The fruiterer has oranges, apples, cherries, etc. (أَلْخَ).

1. et cætera إلى آخره

41st Lesson — THE NOUN

Vocabulary — TOOLS

A saw	مِنْشَار	A needle	إِبْرَة
A plane	(فَارَة)	A pin	دَبُوس
A hammer — (شَاكُوش)	مِطْرَقَة	A shovel	مِجْرَفَة
A screw — (قِلَاوُوز)	بُرْغِي	A spade	مِغْرَق
A screw-driver	مِفْكَ	A watering-can	مِرْشَة
A cork-screw	(بُرِيْمَة)	A harrow	نُورَج
Pincers	كِمَاشَة	An axe	فَاس
A nail	مِسْمَار	A plough	مِجْرَآث
A file	مِبْرَد	A tool	أَدَاة — آلة

To lose	(a) خَسِرَ — (i) فَقَدَ	To chase, to drive away	(o) طَرَدَ
To dig	(i) حَفَرَ	To be able	(i) قَدَرَ
To desire	(a) رَغِبَ	To gain	(i) كَسَبَ
To excuse	(i) عَذَرَ	To happen	(o) حَصَلَ - (o) حَدَثَ

To saw ; to publish (news) (o) نَشَرَ

Because, for لِأَنَّ If not, otherwise وَإِلَّا

Regular masculine plural

A blacksmith: حَدَّادٌ (---) pl. حَدَّادُونَ (---) حَدَّادِينَ (1) (---)

An Egyptian مِصْرِيٌّ pl. مِصْرِيُّونَ or مِصْرِيَّينَ
Translating (translator) مُتَرْجِمٌ مِتْرَجِمُونَ
Wounded مُجْرُوْحٌ مَجْرُوْحُونَ

The *regular masculine plural* (which only applies to nouns denoting living beings), is formed by adding to the singular the final syllables وَنٌ for the nominative and يْنٌ for the genitive and accusative.

This plural is particularly used :

- 1° — With nouns denoting a trade, of the form فَعَالٌ ;
- 2° — With nouns denoting nationality : these are words of four letters at the least, of which the last is ي (2) ;
- 3° — With active and passive participles. (3)

1. This is the only form used in colloquial Arabic.

2. They are usually employed as adjectives.

3. The regular masculine plural is used exceptionally in the tens of numbers, e.g. عِشْرُونَ or عِشْرِينَ , etc., and with certain other words viz. اَبْنٌ اَرْضٌ — سِنِينَ or سِنُونَ pl. (year), اَرْضُونَ pl. (earth).

42nd Lesson — THE NOUN
Voc. LIGHTING, WARMING, NATURAL PHENOMENA

(The) lighting	الْإِضْآءَةُ - الْإِنَارَةُ	(The) light	النُّورُ
The flame	اللَّيْبُ	(The) day-light	الضُّوءُ
(The) electricity	الْكَهْرَبَاءُ	(The) darkness	الظُّلْمَةُ - الظَّلَامُ
(The) gas	الْغَازُ	The shade, shadow	الظِّلُ - الْخِيَالُ
(The) heating	الْإِيقَادُ	(The) freshness	الطَّرَاوَةُ
The stove	الْكَاكُونُ	(The) moisture	الرُّطُوبَةُ
The oven	الْفَرْنُ	The wind	الرَّيْحُ
(The) phenomena	الْحَوَادِثُ	The air	الهَوَاءُ
The atmosphere	الْجَوُ	The dust	الغُبَارُ - الغبار
The temperature	الطَّقْسُ	The rain	الْمَطَرُ
The climate	الْمَنَآخُ	(The) ice, the snow	الثلْجُ
The cold	الْبَرْدُ	(The) lightning	الْبَرْقُ
(The) heat	الْحَرَّ - الْحَرَارَةُ	(The) thunder	الرَّعْدُ

To shine	(a) لَمَعَ	To succeed (o) عَقِبَ	خَلَفَ (o)
To be drunk	(a) سَكِرَ	To suppose	فَرَضَ (i)
To enjoy, to be delighted with		(a) فَرِحَ	
Where (relative)	حَيْثُ	Never	أَبَدًا

Regular feminine plural

A habit	(— — —) عَادَة (ت) pl.	عَادَات (— — — —)
A French woman	فَرَنْسَاوِيَّة	فَرَنْسَاوِيَّات
A bath	حَمَام	حَمَامَات

The *regular feminine plural* is formed by adding to the singular the final syllable *ة* ; if the singular form ends in *ة* , that termination is suppressed.

This plural form belongs especially to :

- 1° — A large number of nouns ending in *ة* in the singular;
- 2° — Certain masculine nouns which must be learnt by use or from the dictionary.

— Exercise 38 —

حَضَرَ النِّجَارُونَ وَالْحَدَّادُونَ وَلَكِنْ لَمْ يُحْضِرِ الْمُهَنْدِسُونَ — شَرَبُوا
 حَتَّى سَكِرُوا — اِعْذِرْنِي لِأَنِّي لَمْ أَكْتُبْ لَكَ مِنْدَ شَهْرَيْنِ — آيُنَ
 الْفَرَنْسَاوِيِّونَ وَالْفَرَنْسَاوِيَّاتِ ؟ — أَذْهَبُ حَيْثُ تَذْهَبُ وَأَسْكُنُ
 حَيْثُ تَسْكُنُ — لَا نَبْحُ عَنْهُمْ أَبَدًا — يَخْلَفُ اللَّيْلَ النَّهَارَ كَمَا
 يَعْقِبُ الضُّوءُ الظَّلَامَ — أَلَمْ تَلْحَقُوا الْقَاتِلِينَ وَأَيُّنَ الْمُقْتُولَاتِ ؟ —
 جَلَسْتُ تَحْتَ ظِلِّ شَجَرَةٍ سَاعَتَيْنِ تَقْرِيًّا — مَاذَا حَدَّثَ أَمْسَ عِنْدَكُمْ ؟
 — أَنَا لَمْ أَسْكُرْ أَبَدًا وَلَكِنْ بُولْسُ يَسْكُرُ دَائِمًا — مَاذَا نَشَرُوا
 فِي الْمَجَلَّاتِ ؟ — تَذْهَبُ التِّلْمِيذَاتُ عِنْدَ الْمُعَلِّمَاتِ

43rd Lesson — THE NOUN

Irregular plural

The various forms of *irregular plural* are numerous and we can only give the most common forms. Moreover, it must be remembered that a given singular form may have several plural forms.

1. - - Plural of nouns consisting of 3 letters

If we represent the singular by the trilateral paradigm **فعل** (which is usually adopted), the irregular plural will have :

	a) — the form	فَعْل	plur.	
Lesson	دَرْس			دُرُوس
Science	عِلْم		»	عُلُوم
King	مَلِك		»	مُلُوك
	b) — the form	فِعَال	plur.	
Man	رَجُل			رِجَال
Dog	كَلْب		»	كِلَاب
Camel	جَمَل		»	جِمَال
	c) — the form	أَفْعَال	plur.	
Child	وَلَد			أَوْلَاد
Body	جِسْم		»	أَجْسَام
News, report	خَبَر		»	أَخْبَار

— Exercise 39 —

هَلْ عِنْدَكُمْ أَخْبَارٌ مِنْ عَمَّتَا؟ — تَرَكْتُ الْأَوْلَادَ مَعَ
 الْبَوَّابِ — طَبَعْنَا كِتَابَ الْعُلُومِ مِنْدَ شَهْرٍ — قَلَعُوا الشَّجَرَةَ مِنْ
 جُدُورِهَا — مَتَى تَنْشُرُونَ الْأَخْبَارَ فِي الْجَرِيدَةِ؟ — عَلَى السُّفَرَةِ
 أَطْبَاقٌ وَصَحُوفٌ وَأَقْدَاحٌ — إِيْهِمُوا دُرُوسَكُمْ قَبْلَ أَنْ تَحْظُوْهَا —
 عِنْدِي خِزَانَةٌ بِسَبْعَةِ أَدْرَاجٍ — إِقْلَعْ غُصْنِ الشَّجَرَةِ وَلَكِنْ لَا
 تَلْمِسْ أَوْرَاقَهَا — فِي السَّنَةِ أَرْبَعَةَ فُصُولٍ — لَا أَذْهَبُ حَتَّى
 يَحْضُرَ السَّيِّدَاتُ — اقْتُلُوا الْحَيَاتَ قَبْلَ أَنْ تَهْرَبَ — أَنْظِرْنِي إِلَى
 قُصُورِ الْمُلُوكِ

— Exercise 40 —

I learn my lessons in the evening. — Why are you chasing my dogs? — Look for (s) the children in the court-yard. — Have you (s) any news of my brother? — The kings and queens have entered the palace. — I have a jacket with () four pockets (1) and a waistcoat with two (pockets). — Yesterday, she washed the mosquito-curtains and the bed-clothes. — We have watches, purses (2), combs (3), etc. — The children of our porter are joiners and those (the children) of our cook are hair-dressers. — Light (s) the fire and melt the iron. — When will you pluck the fruits of your garden? — We learn the sciences at school (4). — We publish the news of the day in the university magazine.

-
1. جُيُوبٌ — 2. أَكْيَاسٌ — 3. أَمْطَاطٌ — 4. فِي الْمَدْرَسَةِ

44th Lesson — THE NOUN

- d) — the form أَفْعَالٌ or فِعْلَانٌ, if the second letter is | .
In the first form, the | is changed to و in the plural, and
in the second form to ي .

State, condition	حَال	plur.	أَحْوَال
Wealth, property	مَال	»	أَمْوَال
Crown	تَاج	»	تِيَجَان
Neighbour	جَار	»	جِيرَان

2. — *Plural of nouns consisting of 4 letters*

- a) — Nouns consisting of 4 letters in the singular, the
last of which is ة , usually form their plural by dropping
this ة .

If the two middle letters are joined by (ـَـ), they are se-
parated in the plural. (1)

Copy (of a book)	نَسْخَةٌ	plur.	نَسَخ
Road	سَكَّةٌ	»	سِكَات

- b) — Nouns of 4 letters in the singular, the last of which
is not ة , usually form their plural by adding | after the se-
cond letter.

If the second letter is | , it is changed to و .

Copy-book	دَفْتَرٌ	plur.	دِفَاتِر
Mosque	جَامِعٌ	»	جَوَامِع

i. The second letter of nouns in this class generally carries (ـَـ) or has
no accent ; in the plural, this letter bears (ـَـ).

— Exercise 41 —

خَسِرَ جِيرَانُنَا أَمْوَالَهُمْ — كَيْفَ أَحْوَالُ الْجَوْسِّ هُنَا؟ — أَيْنَ الْخَوَاتِمِ
وَالْتَبَاجِ؟ — مَتَى يَخْرُجُونَ مِنَ الْجَوَامِعِ؟ — انْظُرْ إِلَى الشَّوَارِعِ
وَالْمَنَازِلِ وَالْمَخَازِنِ — هَلْ يَجْتَمِعُ فِي الْمُسْتَشْفَيَاتِ عَنْ مَحَلَّاتِ
السَّيِّدَاتِ؟ — عِنْدَنَا أَقْلَامٌ وَرِيْشٌ وَعِنْدَهُمْ فُوطٌ وَشُوكٌ — لِمَاذَا
فَتَحْتُمُ الْأَبْوَابَ؟ — أَبْعَدُ عَنِ الْأَسْوَدِ وَالْقُرُودِ وَالْحَيَّاتِ — مِنْ
أَيْنَ ظَهَرَتِ الْفِيرَانُ وَالْعَقَّارِبُ؟ — هَلْ عِنْدَكُمْ أَخْشَابٌ فِي
وَرَشِكُمْ؟ — هَلْ كُنْتِ الْأَوْضَ وَمَسَحَتِ الْمَكَاكِبِ وَالْصُّورَ؟

— Exercise 42 —

I have portraits of kings, queens and princes (1), —
We wish to go with you (s), first of all to the bazaar,
and then to the stores. — Why have they left our neigh-
bours' houses? — The water of the streams goes into the
rivers (2) and that (the water) of the rivers into the sea. —
Look at (s) the mosques, the hotels, the mansions and the
palaces (3). — Baths for men (4) and baths for ladies. — Do
not get near lions, snakes and scorpions, — Why have you
not sent to my brother the copy-books of my friend John? —
I have needles, files and razors (5). — How have you lost
your property.

-
1. Prince (plur. أُمَرَاءُ) — 2. أنْهَرُ — 3. سَرَايَاتُ —
4. الرِّجَالُ — 5. أَمْوَاسُ

45th Lesson — THE NOUN

3. — Plural of nouns consisting of 5 letters

a) — Nouns of 5 letters in the singular, the last of which is **ة**, usually form their plural by adding **ا** after the second letter, as in the preceding case, and suppressing the final **ة** (1).

Printing-works	مَطْبَعَة	plur.	مَطَابِع
Church	كَنِيسَة	»	كَنَائِس

b) — Nouns of 5 letters in the singular, the last of which is not **ة**, usually change the fourth letter to **ي** in the plural and take **ا** after the second letter.

If the second letter is **ا**, it is changed to **و**,

Garden	بُسْتَان	plur.	بُسَاتِين
Dictionary	قَامُوس	»	قَوَامِيس

4. — Plurals altogether irregular

Fathers	آبَاء	Sisters	أَخَوَات
Mothers	أُمَّهَات	Days	أَيَّام
Brothers	إِخْوَة	Donkeys	حَمِير
Sons	أَبْنَاء	Books	كُتُب
Daughters	بَنَات	Men, people	أَنَاس (2)

1. If the third letter of words of this class is a weak letter, it is usually replaced in the plural by (**ة**) .

2. The initial **ا** disappears if this word is preceded by **ال**, e.g. **النَّاس** men, people.

— Exercise 43 —

فِي شَوَارِعِنَا جَوَامِعُ وَكُنَائِسُ وَمَخَازِنُ وَدُكَاكِينُ — اِخْدِمُوا
 اَبَاءَكُمْ وَأُمَّهَاتِكُمْ — لِمَاذَا تَفْتَحُونَ السُّبَابَ الْآنَ؟ — مَاذَا تَحْمِلُ
 الْحَمِيرَ وَالْبَغَالَ عَلَى ظُهُورِهَا؟ — لَا تَبْحَثِي فِي قُرْآنِنَا — فِي
 الْمَطَابِعِ يَطْبَعُونَ الْكُتُبَ وَالْجُرَائِدَ وَالْمَجَلَّاتِ — اِبْعَثُوا أَبْنَاءَكُمْ
 وَبَنَاتَكُمْ إِلَى الْكَلِيَّاتِ وَالْمَدَارِسِ — كَيْفَ يَشْرَحُ الدُّرُوسُ؟ —
 يَخْلِفُ الْوُلَادُ الْآبَاءَ — يَفْحَصُ الْمُعَلِّمُونَ تَلَامِيذَهُمْ غَدًا —
 مَاذَا يَرْغَبُونَ أَنْ يَعْرِفُوا مِنَ الْأَخْبَارِ؟ — قَدِمَ إِخْوَتِي وَلَمْ يَحْضُرْ
 أَخَوَاتِي — مَتَى تَقْفَلُونَ الصَّنَادِيقَ وَالْخَزَائِنَ وَالْأَدْرَاجَ؟

— Exercise 44 —

Look in your dictionaries. — We have houses and gar-
 dens. — I left my family three weeks ago. — My brothers
 and sisters go to school (1). — I have five books and four
 copy-books. — Where (are) the keys of our doors? — Go
 to the church and my children will join you. — How did the
 servant steal the fans and the parasols? — My children have
 succeeded. — Have you cupboards, boxes, lamps, curtains,
 cups and spoons in your stores? — Shut (s. f) the doors and
 windows. — We go to church on Sundays (2). — They have
 printing-works, stores and shops. — I have brothers, sisters,
 sons and daughters.

1. إِلَى الْمَدْرَسَةِ
 2. إِلَى الْوَاحِدِ

46th Lesson — THE ADJECTIVE

Vocabulary — TIME (of the clock)

A watch	ساعة	The hours	السَّاعَات
The dial	مِثْلُ السَّاعَةِ	A minute	دَقِيقَةٌ
The hour-hand	عَقْرَبُ السَّاعَاتِ	A second	ثَانِيَةٌ
The minute-hand	عَقْرَبُ الدَّقَائِقِ	A quarter of an hour	رُبْعُ سَاعَةٍ
The second-hand	عَقْرَبُ الثَّوَانِي	Half an hour	نِصْفُ سَاعَةٍ
A clock	ساعة كبيرة	Half a day	نِصْفُ نَهَارٍ
The pendulum	الرَّقَاصُ	Midnight	نِصْفُ اللَّيْلِ

It is half past three السَّاعَةُ ثَلَاثَةٌ وَنِصْفُ

It is a quarter past five خَمْسَةٌ وَرُبْعٌ »

It is seven minutes past eight ثَمَانِيَةٌ وَسَبْعُ دَقَائِقٍ »

It is twenty minutes past seven (1) سَبْعَةٌ وَثَنَاتٌ »

It is half past nine تِسْعَةٌ وَنِصْفُ »

It is a quarter to four أَرْبَعَةٌ إِلَّا رُبْعٌ »

It is 12 - noon ١٢ — الظُّهْرُ »

It is 12 - midnight — نِصْفُ اللَّيْلِ »

1. In Arabic « It is seven and a third ».

Genders of Adjectives

A virtuous man

رَجُلٌ فَاضِلٌ

A virtuous woman

إِمْرَأَةٌ فَاضِلَةٌ

The *feminine of adjectives* is generally formed by adding ة to the masculine, as in the case of nouns. (1)

Numbers of Adjectives

Dual

A poor child

وَلَدَانِ فَقِيرَانِ dual

A beautiful girl

بَنَاتَانِ جَمِيلَتَانِ » بنت جميلة

Masculine regular plural

A skilful joiner

نَجَّارُونَ مَاهِرُونَ }
نَجَّارٌ مَاهِرٌ pl.

Feminine regular plural

An English lady

سَيِّدَاتُ الْإِنْجِلِيزِيَّاتِ plur. سَيِّدَةٌ إِنْجِلِيزِيَّةٌ

The *dual*, the *masculine regular plural* and the *feminine regular plural* of adjectives are formed in the same way as those of nouns.

The regular plural of adjectives is only used when it qualifies a noun denoting a reasonable being.

An old book

كِتَابٌ قَدِيمٌ plur. كُتُبٌ قَدِيمَةٌ

A wounded goose

وَزَةٌ مَجْرُوحَةٌ » وَزَاتٌ مَجْرُوحَةٌ

Adjectives which qualify plural nouns (either masculine or feminine) denoting objects or beings devoid of reason, are placed in the feminine singular.

1. ي and ا like indicate the feminine.

47th Lesson — THE ADJECTIVE

Irregular Plural

1. — Plural of adjectives consisting of 4 letters (1)

a) - Adjectives of the form فاعِل in the singular, used as active participles, form their plural regularly, but when used as nouns or merely as qualifying adjectives, their plural is generally of the form فُعَلَاءُ or فُعَال :

Learned	عَالِم	pl.	كُتَّاب	pl.	كُتَّاب
Ignorant	جَاهِل	«	خَادِم	«	خَادِم
Poet	شَاعِر	«	تَاجِر	«	تُجَّار

b) - Adjectives of the form فُعِيل usually take the plural form فُعَال which is common to both genders and is only used of persons :

Great, tall	كَبِير	pl.	قَصِير	pl.	قِصَار
Little	صَغِير	«	جَدِيد	«	جَدَاد
Long, tall	طَوِيل	«	خَفِيف	«	خِفَاف

But a few adjectives of this class take the plural form فُعَلَاءُ :

Poor	فَقِير	plur.	فُقَرَاء
Happy	سَعِيد	«	سُعَدَاء

1. There exist very few adjectives composed of 3 letters in the singular.

c) - Adjectives of the form أَفْعَلٌ, which denote colour, deformities or physical defects, take in the plural the form فُعُلٌ, which is common to both genders.

If the third letter of the singular is و or ي, it loses its accent in the plural and is written وَ or يُ or يَ :

Green	أَخْضَرُ	pl.	خَضِرٌ	Red	أَحْمَرُ	pl.	حَمَرٌ
Blue	أَزْرَقُ	«	زُرْقٌ	White	أَبْيَضُ	«	بَيْضٌ
Yellow	أَصْفَرُ	«	صَفْرٌ	Black	أَسْوَدُ	«	سَوَدٌ
Lame	أَعْرَجُ	pl.	عُرَجٌ	Deaf	أَطْرَشُ	pl.	طَرَشٌ
Hump-backed	أَحْدَبُ	«	حَدَبٌ	Squint-eyed	أَحْوَلُ	«	حَوْلٌ
Dumb	أَخْرَسُ	«	خَرَسٌ	One-eyed	أَعْوَرُ	«	عَوْرٌ
Stammering	الْكَنْعَانُ	«	لُكْنٌ	Blind	أَعْمَى	«	عَمَى ⁽¹⁾

2 — Plural of adjectives consisting of 5 letters

These adjectives form their plural by the insertion of an ا after the 2nd letter. If the penultimate letter is و, it is changed to يَ :

Poor, wretched	مَسْكِينٌ	plur.	مَسَاكِينٌ
Mad	مَجْنُونٌ	«	مَجَانِينٌ

1. The feminine singular of these adjectives is of the form فَعْلَاءُ e.g. lame (f.s) عَرَجَاءُ, white (f.s) بَيْضَاءُ.

48th Lesson — THE ADJECTIVE
AGREEMENT OF THE QUALIFYING ADJECTIVE

A just king **مَلِكٌ عَادِلٌ**

A virtuous princess **أَمِيرَةٌ فَاضِلَةٌ**

Faithful servants **خِدَامٌ أَمْنَاءُ**

The adjective, as a rule, agrees with the noun it qualifies in gender and number. It is always placed after it.

A rich son and daughter

The man, his wife and his children are poor **إِبْنٌ وَابْنَةٌ غَنِيَانِ
الرَّجُلُ وَأَمْرَأَتُهُ وَأَوْلَادُهُ فَقَرَاءُ**

If the adjective qualifies two singular nouns, it is placed in the dual.

If it qualifies more than two singular nouns, it is put in the plural.

If the nouns are of different genders, the adjective is put in the masculine.

The skillful doctor

الطَّيِّبُ الْمَاهِرُ

The intelligent pupils

التَّلَامِيذُ الْأَذْكِيَاءُ

The adjective takes the definite article if the noun which it qualifies is definite.

My new house

بَيْتِي الْجَدِيدُ

The latest circular of the Ministry

مَنْشُورُ النِّظَارَةِ الْأَخِيرِ

The National Printing Office of Boulae

مُطْبَعَةُ بُولاقِ الْأَهْلِيَّةِ

If the qualified noun has a conjunctive pronoun or has a noun depending on it, the adjective is placed last.

— Exercise 45 —

عندي قهصان بيضاء وشمسية زرقاء وشرايات صفراء — إخوتي قصار
وأخواتي طوال — أخدامكم ييض أم سود؟ — علماء فقراء وتجار جهلاء
أغنياء — هل عندكم كتب جديدة وأقلام نظيفة⁽¹⁾؟ — هل جيرانكم
عمي وأولادهم عور؟ — أبناء كبار وبنات صغار — أين المنشورات
الآخيرة؟ — تجارون طرش وحدادون خرس — متى ينشرون الكتب
الآزرق في الجرائد؟ — إنجليز يات غنيات وفرس يات فقيرات — هل
نصف الليل الآن؟ — أتكفون في بيوت الجديدة أم القديمة؟

— Exercise 46 —

Are his children intelligent? — Lame porters and hump-backed
merchants. — Have you red or yellow flowers? — Rich people and
poor persons. — Where are my friend's old copy-books? — I have
green curtains, blue carpets (2) and red cupboards. — Are they blind
or one-eyed? — Why are the windows of my room large and the
doors small? — Learned men and poets (f). — Is it a quarter past
nine or half past nine? — Our servants are ignorant but faithful. —
Deaf gentlemen and dumb ladies. — Are your handkerchiefs large or
small, white or blue? — I shall go out at twenty minutes to three and
I shall return at a quarter past seven. — A hump-backed young
woman and a lame young man. — You are happy people.

1. بَسطُ clean — 2. بَسطُ

49th Lesson — THE ADJECTIVE

DEMONSTRATIVE ADJECTIVES

This doctor هَذَا الطَّيِّبُ | That book ذَاكَ الْكِتَابُ

Singular

This doctor هَذَا الطَّيِّبُ | That doctor ذَاكَ الطَّيِّبُ
This lady هَذِهِ السَّيِّدَةُ | That lady تِلْكَ السَّيِّدَةُ

Dual

These two engineers هَذَانِ الْمُهَنْدِسَيْنِ (١)
These two copies هَاتَانِ النُّسخَتَيْنِ

Plural

These boys هَؤُلَاءِ الصِّبْيَانِ | Those boys أُولَئِكَ الصِّبْيَانِ
These girls هَؤُلَاءِ الْبَنَاتِ | Those girls أُولَئِكَ الْبَنَاتِ
These books هَذِهِ الْكُتُبُ | Those books تِلْكَ الْكُتُبُ

The demonstrative adjectives are always followed by the article اَلْ.

1. The dual of demonstrative adjectives denoting remote beings is rarely used.

2. In colloquial Arabic هَذَا is used instead of هَؤُلَاءِ instead of هَذِهِ and دَوْل (dol) instead of هَؤُلَاءِ. These expressions are placed after the noun, e.g. الرِّوَايَةُ دِي (this novel).

— Exercise 47 —

لِمَاذَا تُضْرِبُونَ هَؤُلَاءِ الْبَنَاتِ الصِّغَارَ؟ — اَتَعْرِفُ هَذَا الشَّابَّ
الْآخَرَ؟ وَهَذِهِ الشَّابَّةُ الطَّرِيشَاءُ؟ — كَيْفَ كَسَرْتَ هَذِهِ السَّاعَةَ
الصَّغِيرَةَ؟ — مَتَى حَكَمَ الْقَاضِي عَلَى هَؤُلَاءِ التُّجَّارِ الْفُقَرَاءِ؟ —
أَيَسْكُنُ هَذَانِ الْمُهَنْدِسَانِ مَعَ هَؤُلَاءِ الْأَطِبَّاءِ؟ — أَعَمَّكَ وَخَالَتَكَ
غَنِيَانِ أَمْ فَقِيرَانِ؟ — اخْتِكِ كَبِيرَةً وَلَكِنَّ شَقِيقَتَهَا صَغِيرَةٌ —
انْظُرُوا إِلَى هَؤُلَاءِ الْأَمْراءِ الْفَضْلَاءِ وَأُولَئِكَ الْأَمِيرَاتِ الْفَاضِلَاتِ
— اَتَعْرِفُونَ هَؤُلَاءِ الْأَوْلَادَ الْمَسَاكِينِ وَآبَاءَهُمْ؟ — مَتَى ظَهَرَتْ
فِي الْجَرَائِدِ هَذِهِ الْأَخْبَارُ؟ — أَقْرَبُ مِنْ هَؤُلَاءِ الْعُلَمَاءِ وَابْعَدُ عَنْ
هَؤُلَاءِ الْجُهَلَاءِ — لِمَاذَا لَا تَمْدَحُونَ هَؤُلَاءِ الْكُتَّابَ الْمَاهِرِينَ؟

— Exercise 48 —

Why are these blacksmiths going out now? — I have
this big boy and that little girl. — Is it five minutes to three
or five minutes past three? — Are these houses inhabited? —
Great princes. — Let us plough our gardens with that
plough. — Look at (s) these great mosques and these fine (1)
churches. — These skilful joiners have made these chairs and
these cupboards. — Is this room big or small? — Are these
two copies new or old? — Will you leave these madmen? —
I know all these poor children and their family. — This
prince and that princess are rich and virtuous. — When did
these gentlemen and those ladies return?

50th Lesson — INDEFINITE & INTERROGATIVE ADJECTIVES

INDEFINITE ADJECTIVES

كلٌ	جميع
Each person	
كل شخص	جميع الناس
All (the) rooms	All (the) men
كل الغرف	جميع النساء
All (the) women	

كلٌ followed by a singular noun, renders the indefinite adjectives *each, every*. Followed by a plural noun, it signifies *all*. (1)

بعض : A part, some, certain

A part of the conversation	بعض الحديث
Some speeches	بعض خطب

INTERROGATIVE ADJECTIVE

أي	أي
Which book ?	أي كتاب ؟
Which woman ?	أي امرأة ؟
	أي تجار ؟
	أي ممثلات ؟
	Which actresses ?

أي followed by an indefinite noun, translates the interrogative adjectives *which* ? *what* ? In the feminine singular, the form is usually *أيّة*.

1. كلٌ and جميع can also be placed after the noun, in which case the corresponding conjunctive personal pronoun is added; e.g. التلاميذ كلهم (all the pupils).

— Exercise 49 —

أَتَعْرِفُ جَمِيعَ هَؤُلَاءِ التُّجَّارِ؟ — أَيُّ خَبَرٍ تَنْشُرُونَ غَدًا فِي الْجَرَائِدِ؟
— هَلْ نَسَخْتَ كُلَّ هَذِهِ الدُّرُوسِ؟ — أَيُّ أَنْكَاسٍ تَعْدِرُونَ؟ — لِمَ ذَا
يَقْلَعُونَ بَعْضَ أَشْجَارِ مِصْرٍ؟ — أَفَهَيْتُمُ الْخُطْبَ كُلَّهَا؟ —
أَيُّ أَشْخَاصٍ تَبْدَحُونَ؟ — فِي أَيِّ مَنَازِلٍ تَسْكُنُ هَؤُلَاءِ الْمِمْلَكَاتُ؟
— عَنِ أَيِّ مَنَشُورٍ تَبْحَثُونَ؟ — يَبْحَثُونَ عَنِ مَنَشُورِ النِّظَارَةِ الْآخِرِ
— مِنْ أَيِّ مَكَانٍ تَحْضُرُونَ وَأَيْنَ تَذْهَبُونَ؟ — أَيُّ رَوَايَاتٍ يَطْبَعُونَ؟
— سَمِعْتُ الْحَدِيثَ كُلَّهُ وَلَكِنْ لَمْ أَفْهَمْ بَعْضَهُ — بَايَ مِفْتَاحٍ
تَقْتَحُ جَمِيعَ هَذِهِ الْأَدْرَاجِ؟ — عِنْدِي بَعْضُ مَنَادِيلَ قَدِيمَةٍ وَبَعْضُ
مِرَاحٍ جَدِيدَةٍ — أَيُّ أَرْضٍ يَرْزَعُونَ؟

— Exercise 50 —

In what street do you live? — Are all these girls your sisters?
— Are all these servants faithful? — What newspapers and what
magazines have you? — Have they some old books? — All our neigh-
bours are poor. — What ring and what watch does she wish? —
Are all these children intelligent? — I know certain virtuous persons.
— What houses and what palaces do they possess? — Does he
know all those actresses? — All these carriages are new. — What
novels are you translating? — All these rooms are clean.

51st Lesson — THE PRONOUN

Vocabulary — TRAVELLING

To walk	ذَهَبَ مَاشِيًا	
To ride a horse	رَاكِبًا جَوَادًا	»
To ride a bicycle	عَجَلَةً	»
To travel by rail	سَافَرَ بِالسَّيْكَةِ الْحَدِيدِ	
To travel by boat	بِالْمَرْكَبِ — بِالْبَاخِرَةِ	»
A traveller	مُسَافِرٌ	مِنْطَادٌ
A driver	سَائِقٌ	قَاطِرَةٌ — (وَأُبُور)
A sailor	بَحْرِيٌّ — بَحَّارٌ	قَارِبٌ
A voyage, a journey	سَفَرٌ	الْقَلْعُ — الشَّرَاعُ
A train	قِطَارٌ	الدَّهْقَةُ
The waggons		
To pardon, to forgive	صَفَحَ (a) عَنْ	نَصَحَ (a)
To laugh	ضَحِكَ (a)	صَدَقَ (o)
To repent of	نَدِمَ (a) عَلَى	كَذَبَ (i)
To divide, to share		
قَسَمَ (i)		
Very	جِدًّا	أَيْضًا
Also, still		

DEMONSTRATIVE PRONOUNS

هَذَا أَبِي ⁽¹⁾ — هَذَا هُوَ أَبِي	This is my father
هَذِهِ أُمِّي — هَذِهِ هِيَ أُمِّي	This is my mother
هؤُلَاءِ إِخْوَتِي — هؤُلَاءِ هُمُ إِخْوَتِي	These are my brothers
أُولَئِكَ أَخَوَاتِي — أُولَئِكَ هُنَّ أَخَوَاتِي	Those are my sisters
هَذِهِ دَفَاتِرِي — هَذِهِ هِيَ دَفَاتِرِي	These are my copy-books

هَذَا غَرِيبٌ This (or it) is extraordinary

ذَلِكَ حَقِيقَتِي That (or it) is true

The demonstrative pronouns are the demonstrative adjectives not followed by the article ل.

— Exercise 51 —

هَذَا خَالِي وَهَذِهِ خَالَتِي وَذَلِكَ عَمِّي وَتِلْكَ عَمَّتِي — أَيُّ كُتُبٍ تَرْتَجِمُونَ؟ — هَلْ جَمِيعٌ هؤُلَاءِ الصِّبْيَانِ إِخْوَتُكَ؟ — يَرَكِبُ السَّائِقُ فِي الْقَاطِرَةِ وَالْمَسَافِرُونَ فِي عَرَبَاتِ السُّكَّةِ الْحَدِيدِ — هَذِهِ الْقَوَارِبُ صَغِيرَةٌ جَدًّا وَتِلْكَ الْبَوَاخِرُ كَبِيرَةٌ جَدًّا — لِمَاذَا تَنْصَحُونَ هؤُلَاءِ الْأَشْخَاصَ وَلَا تَنْصَحُونَ أُولَئِكَ أَيْضًا؟ — آيَةُ جَرِيدَةٍ أَوْ مَجَلَّةٍ يَطْبَعُونَ هُنَا؟ — هَذِهِ كُتُبِي الْجَدِيدَةُ لَا كُتُبُ أَخِي وَتِلْكَ دَفَاتِرِي لَا دَفَاتِرُ ابْنِ عَمِّي

1. This form is the most frequently used.

52nd Lesson — THE PRONOUN
Vocabulary — MILITARY TERMS

An officer	ضابط	A lance, a spear	رُخ
A soldier	عَسْكَرِيّ — جُنْدِيّ	A sword, a sabre	سَيْف
A foot-soldier	عَسْكَرِيّ يِيَادَة	The hilt	الْقَبْضَة
A horse-soldier	عَسْكَرِيّ سَوَارِيّ	The war	الْحَرْب
An artilleryman	(طوبجِيّ)	The army	الْجِيْش
A weapon	سِلَاح	The infantry	(الْيَاَدَة)
A gun	مِدْفَع	The cavalry	(السَّوَارِيّ)
A rifle	بَنْدُوقِيَّة	The artillery	(الطَّوْبُجِيَّة)
A revolver	مَسَدَّس — (فَرْد)	A battalion	(أَوْرَطَة)
A bayonet	حَرْبَة — (سِنْكَة)	A fortress	حِصْن
A dagger	خَنَجَر	The citadel	الْقَلْعَة
To create	خَلَقَ (o)	To play	لَعِبَ (a)
To be silent	سَكَتَ (o)	To dance	رَقَصَ (o)
To grant	مَنَحَ (a)	To seal	خَتَمَ (i)
		To put in prison	سَجَنَ (o)
In spite of	رَغْمًا عَنِ	At once, immediately	فِي الْحَال — حَالًا

RELATIVE PRONOUNS

Sing.	masc.	الَّذِي	Plur. (1)	masc.	الَّذِينَ
	fem.	الَّتِي		fem.	الَّوَاتِي
Dual			(2)		
	masc.	الَّذَانِ		masc.	الَّذَيْنِ
	fem.	الَّتَانِ		fem.	الَّتَيْنِ

a) — Relative Pronouns (Subject)

Who, which

It is I who have opened the door

أَنَا الَّذِي فَتَحْتُ الْبَابَ

It is God who created man

اللَّهُ هُوَ الَّذِي خَلَقَ الْإِنْسَانَ (3)

It is I who, it is you who..., &c. are translated into Arabic in the form I (am) he or she who, you (are) he or she who..., &c.

When a noun is substituted for the personal pronoun, one must begin by translating the noun.

This is a poet (who) has a great reputation

هَذَا شَاعِرٌ لَهُ شُهْرَةٌ عَظِيمَةٌ

The relative pronoun is suppressed in Arabic, when it relates to a noun undetermined by the article.

1. This plural is only used when referring to persons.

2. In colloquial Arabic, *إِلِّي* (pronounced *elli*) is used for all genders and numbers.

3. When the subject of the verb *to be* is followed in Arabic by a relative pronoun or the definite article, to avoid all ambiguity, the verb *to be* must be expressed.

53rd Lesson — THE PRONOUN

b) — Complementary Relative Pronouns

Where are the rewards which I have gained ? أين الجوائز التي كسبتها ؟

The relative pronoun *which* is rendered by joining to the following verb a conjunctive pronoun of the same gender and number as the noun to which the relative pronoun refers.

The Administration to which we have written المصلحة التي كتبنا إليها
The children on whom we have pity الأولاد الذين نشفق عليهم

When in English the relative pronoun is the indirect object, the preposition, to which is also attached the appropriate conjunctive pronoun, is placed after the verb.

The laws, the greater part of which they have studied القوانين التي درسوا معظمها
The engineer whose money they have stolen المهندس الذي سرقوا نقوده

When the relative pronoun of *whom*, *of which*, *whose* is the complement of a noun, the conjunctive pronoun is added to the latter.

Here is a tree which I have planted ههه شجرة زرعتها

This is a work the object of which is useful ههه مؤلف موضوعه مفيد

If the complementary relative pronoun refers to an undetermined word, the relative pronoun is not expressed in Arabic, but the conjunctive pronoun is kept.

— Exercise 52 —

هل رَفَضْتُمْ أَنْ تَقْبَلُوا جَمِيعَ الْأَشْخَاصِ الَّذِينَ قَدِمُوا مِنْ السَّفَرِ؟ —
 إصْفَحُوا عَنْ هَؤُلَاءِ الْجُنُودِ وَالضَّبَاطِ — أَنْظَرُوا إِلَى هَذِهِ الْحِصُونِ
 الْعَظِيمَةِ — أَصْدَقُوا دَائِمًا وَلَا تَكْذِبُوا أَبَدًا — هَذِهِ كُتُبُ دُرُوسِهَا
 مُفِيدَةٌ — أَيْنَ النَّاجِرِينَ الَّذِينَ سَرَقَ الْخَادِمُ مِنْزِلَهُمَا؟ — مَاذَا عَمَلُوا
 بِالسُّيُوفِ وَالرِّمَاحِ وَالْخَنَاجِرِ الَّتِي تَرَكَهَا هَؤُلَاءِ الضَّبَاطُ لَهُمْ؟ —
 هَؤُلَاءِ هُنَّ السُّيَدَاتُ اللَّوَاتِي حَضَرْنَ إِلَى دُكَّانِنَا أَوَّلَ امْسٍ —
 مَعْظَمُ هَؤُلَاءِ الْجُنُودِ يَكَادَةُ وَطُوبَجِيَّةٌ — أَتَرَكِبُ الْقِطَارَ أَمْ
 تَذْهَبُ رَاكِبًا عَرَبِيًّا؟ — أَيْنَ جَمِيعِ النُّقُودِ الَّتِي كَسَبْتَهَا؟ — أَتَقْهَمُونَ
 الْقَوَائِينَ الَّتِي تَرْغَبُونَ أَنْ تَنْشُرُوهَا فِي الْجَرَائِدِ؟

— Exercise 53 —

They are our friend's children who have gone into the garden. — This is the school to which you wish to send your sons. — We have servants who never tell lies. — Divide (s) all this money between my brother and (between) me. — Will these drivers (1) also go with us? — The houses in which you live are very small. — Where are the people whose money they have stolen? — These are foot-soldiers and those are cavalry-men. — Why have they conveyed all the guns, revolvers (2), bayonets (3), spears, swords and daggers? — Where are the exercises of which we have translated the greater part? — Here are works (4) the object of which is very useful. — It is we who came this morning.

-
1. مَوَاقِفُ — 2. الْمُسَدَّاتُ — 3. الْحِرَابُ — 4. مَوَاقِفُ

54th Lesson — THE PRONOUN

INTERROGATIVE PRONOUNS

Who has gone out to day? مَنْ خَرَجَ الْيَوْمَ؟

Who are these persons? مَنْ هَؤُلَاءِ الْأَشْخَاصِ؟

The interrogative pronoun مَنْ corresponds to the English *who* ?.

What is your name? مَا اسْمُكَ؟

What is this manifestation? مَا هَذِهِ الْمُنْظَاهَرَةُ؟

The interrogative pronoun مَا corresponds to the English *what* ?.

Which ? (s.f) أَيُّ الْكُتُبِ؟ Which of the books?

The interrogative adjective أَيُّ is the interrogative pronoun, when it is not followed by an undetermined noun.

INDEFINITE PRONOUNS

Some one, any body	أَحَدٌ	No one, nobody (m)	وَلَا وَاحِدٌ
Something, any thing	شَيْءٌ (1)	Nothing, none	وَلَا شَيْءٌ
Each, every one (m)	كُلٌّ وَاحِدٌ	They write	يَكْتُبُونَ

I. أَحَدٌ and شَيْءٌ, used in a negative sentence, respectively signify *nobody, nothing*.

— Exercise 54 —

مَنْ خَلَقَ الْإِنْسَانَ؟ — اللَّهُ هُوَ الَّذِي خَلَقَهُ — مَا هَذَا الْقَامُوسُ وَمَا
هَذِهِ النُّسخَةُ؟ — أَيْمَنُ فَقْرَاءَ وَأَيْمَنُ غِنِيَّاتُ؟ — مَنْ هُوَ لَا الضَّبَّاطُ
الَّذِينَ يَحْمِلُونَ أَسْلِحَتَهُمْ؟ — هَلْ رَقَصَ أَحَدُهُمْ أَمْسَ؟ — لَمْ
يَرْقُصْ أَحَدُهُمْ لَا أَمْسَ وَلَا الْيَوْمَ — أَخْرُجْ حَالًا مِنْ هَذَا الْمَكَانِ
— لَا أَخْرِجْ مِنْهُ رَغْمًا غَنَّاكَ — هَلْ مَعَكَ نَقُودُ الْآنَ؟ — مَا مَعِيَ شَيْءٌ
— مَنْ يَحْتَمِلُ هَذِهِ الْأَوْرَاقَ؟ — لَمْ يَخْرُجْ أَحَدٌ مِنَ الْكَنِيسَةِ إِلَى
الْآنَ — أَسْكُتْ وَلَا أَطْرُدُكَ مِنَ الْبَيْتِ — لَا أَسْكُتُ وَلَا
تَقْدِرُ أَنْ تَطْرُدَنِي مِنْ هُنَا — مَا أَسْمَاءُ بَنَاتِكُمْ الصِّغَارِ؟ — مَاذَا
يَعْمَلُ أَوْلَاكَ الْجُنُودُ فِي تِلْكَ الْحَصُونِ؟

— Exercise 55 —

What keys are these? — They are the keys of the garden gate. — Has any one of these pupils gone out this morning? — No, no-one has gone out. — Have you any money in the cupboard? — Have you (s) anything in your pocket? — No, I have nothing. — Why did you do (f) that, in spite of me? — Who are these learned men and these poets? — They will dance till midnight. — Leave (s) this room immediately. — No, I shall not leave it. — This person has gained no reward this year. — Who put these poor soldiers in prison? — What flowers have you gathered? — Do you know these gentlemen? — Which? — Each of us will write a page in this copy-book. — Do not rub out what (s) I have written. — Be quiet (f) or go out from here. — Who are they who have arrived from the voyage? — Nobody went with me. — No-one can know what will happen to him.

Part III



GRAMMAR

SYNTAX

EXERCISES



55th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

The irregular simple triliteral verbs are - reduplicated, assimilated, concave, defective and hamzated verbs.

I — REDUPLICATED VERBS

To pass (o) مرَّ for مرَّ

To think, to believe (o) ظَنَّ » ظَنَّ

Reduplicated verbs are those whose last two radicals are alike.

He passed مرَّ for مرَّ (— — —)

I passed مرَّتُ (— — —)

In reduplicated verbs, the contraction of the last two radicals takes place when the 3rd radical carries a vowel-sign; if it carries a (ـَ), they are separated.

He bites (a) يَعْضُ for يَعْضُ (— — —)

He flees (i) يَفِرُّ » يَفِرُّ (— — —)

He reckons, counts (o) يَعْدُ » يَعْدُ (— — —)

The vowel-sign of the first radical of the present tense is that of the first of the two similar radicals, if these radicals were separated.

Bite (m) عَضَّ (1) Flee (m) فَرَّ Reckon (m) عَدَّ

The imperative takes no initial alef, except in 2nd person plural feminine, and the 1st radical keeps the vowel-sign which it has in the corresponding person of the present tense.

1. For the sake of euphony, the final letter takes (—) instead of (ـَ).

Conjugation of the reduplicated verb (1)

Past Tense	Present or Future Tense	Imperative
مَرَّتْ (2)	مَرَّتْ	مَرِّي
مَرَّتْ	تَمَرَّتْ	مَرُوا
مَرَّتْ	تَمَرَّتْ	
مَرَّتْ	يَمَرُّ	
مَرَّتْ	تَمَرُّ	
مَرَّتْ	يَمَرُّ	
مَرَّتْ	تَمَرُّ	
مَرَّتْ	يَمَرُّ	
مَرَّتْ	تَمَرُّ	
مَرَّتْ	يَمَرُّ	

To blame	ذَمَّ (o)	To sprinkle, to water	رَشَّ (o)
To revile, to insult	سَبَّ (o)	To rejoice, to make glad	سَرَّ (o)
To smell	شَمَّ (o)	To poison	سَمَّ (o)
To spread, to extend	مَدَّ (o)	To put down	حَطَّ (o)
To set in line	صَفَّ (o)	To close, to stop up	سَدَّ (o)
Soon	هَدَّ (o) To demolish, to pull down		

عن قريب	بِالْقُرْبِ مِنْ - بِجَانِبِ
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1. For the dual and the feminine plural, see the simple regular verb.
2. In colloquial Arabic : مَرَّيت , etc.

56th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

II — ASSIMILATED VERBS

To find

وَجَدَ (و — —) (i)

To dry, to become dry

يَسَّ (ي — —) (a)

Assimilated verbs are those whose first radical is **و** or **ي**.

He awoke يَقْظُ

He awakes يَقْظُ

Awake (s.m) اَيْقَظَ

Verbs whose first radical is **ي** are conjugated like simple regular verbs.

He stopped وَقَفَ

He stops يَقِفُ

Stop (s.m) قَفَ

Verbs whose first radical is **و** are conjugated regularly in the past tense. In the present tense and in the imperative mood, they generally drop the **و**, especially if the 2nd radical carries (ـَ) in the present tense.

To describe	(i) وَصَفَ	To weigh	(i) وَزَنَ
To arrive; to unite	(i) وَصَلَ	To inherit	(i) وَرِثَ
To place	(a) وَضَعَ	To fall	(a) وَقَعَ
To be born	(i) وَلَدَ	To promise	(i) وَعَدَ
To contain	(a) وَسِعَ	To be or to become an orphan	(a) يَتِمُّ
To be necessary, must, ought		وَجِبَ (i) عَلَى	

Instead of **بَدَلًا مِنْ** — **عَوَضًا عَنْ** | Unexpectedly عَلَى غَفْلَةٍ

— Exercise 56 —

مَاذَا وَرَثْتُمْ مِنْ خَالِكُمْ؟ — أَنْظِرْ كَيْفَ الضَّبَّاطُ يَصْفُونَ الْجُنُودَ
وَيَعْلِدُونَهُمْ — أَهَذِهِ الْأَوْضَةُ تَسَعُ سَرِيرَتَيْنِ؟ — هَلْ مَرَرْتُمْ أَمْسَ
بِالْقُرْبِ مِنْ دَكَاكِينَا؟ — مَتَى يَهْدُونَ تِلْكَ الْبُيُوتَ الْقَدِيمَةَ؟ —
أَظُنُّ أَنَّهُمْ سَيَهْدُونَهَا عَنْ قَرِيبٍ — الْكَلْبُ عَضَّ ابْنَ عَمِّي بِالْقُرْبِ
مِنْ هَذَا الْمَكَانِ — وَرَثْتُ الْخُبْزَ بَدَلًا مِنْ أَنْ أَزِنَ اللَّحْمَ — مَاذَا
وَجَدْتُمْ فِي الدَّرَجِ؟ — ضَعْ هَذِهِ الْكُتُبُ فِي مَحَلِّهَا — يَجِبُ أَنْ
تُرْشُوا الْبُسْتَانَ كُلَّ يَوْمٍ — مَنْ يَدُمُ هَوَلَاءِ الشَّبَانِ الْأَذْكِيَاءَ؟ —
مَدَدْتُ يَدَيَّ لِأَقْطِفَ وَرْدَةً — مَاذَا وَقَعَ مِنْكُمْ؟ — قَفِي هُنَا حَتَّى
أَرْجِعَ؟ — وَصَلُوا أَمْسَ عَلَى غَفْلَةٍ — وَعَدَنِي أَنْ يَخْرُجَ مَعِي

— Exercise 57 —

Why have they pulled down this great palace? — Who has poisoned these little dogs? — It is I who counted your money. — Has not this bread become dry? — We shall return soon. — Allow (pl) me to do that to-morrow instead of doing it to-day. — Who will inherit all this wealth? — Put (s) these dictionaries in the cupboard, beside your books. — The dogs which I beat have bitten me. — I always pass near this place. — I think that she arrived yesterday unexpectedly. — I gathered a flower in order to smell it. — We ought always to speak the truth. — These people weighed the corn and the barley instead of weighing the maize and the beans. — When did they insult or blame this young man? — Has this news made you glad?

1. أَنْ (that) is used for أَنْ before any other word than a verb.

57th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

III — CONCAVE VERBS

To say قَالَ for قَوْلَ

To sell بَاعَ » بَيْعَ

Concave verbs are those whose 2nd radical is ʾ in place of ي or و .

He said	قَالَ	for	قَوْلَ
He 'says	يَقُولُ	»	يَقُولُ (— ُ —)
Say (s.m)	قُلْ	»	قَوْلُ

Concave verbs, whose 2nd radical in the present tense carries (ُ), are conjugated, in all their tenses, like قَالَ.

He feared	خَفَ	for	خَوْفَ
He fears	يَخَافُ	»	يَخَوْفُ (— ُ —)
Fear (s.m)	خَفْ	»	خَافُ

Concave verbs, whose 2nd radical in the present tense carries (َ), are conjugated like خَافَ.

He sold	بَاعَ	for	بَيْعَ
He sells	يَبِيعُ	»	يَبِيعُ (— َ —)
Sell (s.m)	بِعْ	»	بَيْعُ

Concave verbs, whose 2nd radical in the present tense carries (َ), are conjugated like بَاعَ. (1)

1. The present tense of concave verbs, preceded by the particles لَمْ (negative), لَا (prohibitive) or لَا (imperative), loses its 2nd radical, if the 3rd radical is final.

Conjugation of concave verbs

قال	خاف	باع
قلتُ	خِفتُ	بِعتُ
قلتِ	خِفتِ	بِعتِ
قلتْ	خِفتْ	بِعتْ
قالَ	خافَ	باعَ
قالَتْ	خافتْ	باعَتْ
قلنا	خفنا	باعنا
قلتمْ	خِفتُمْ	باعْتُمْ
قالوا	خافوا	باعوا

Present or Future Tense

أقولُ	أخافُ	أبيعُ
تقولُ	تخافُ	تبيعُ
تقولينَ	تخافينَ	تبيعينَ
يقولُ	يخافُ	يبيعُ
تقولُ	تخافُ	تبيعُ
تقولُ	تخافُ	تبيعُ
تقولونَ	تخافونَ	تبيعونَ
يقولونَ	يخافونَ	يبيعونَ

58th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of concave verbs (continued)

Imperative

قُلْ

خَفْ

نَحْ

قُولِي

خَافِي

يَيْعِي

قُولُوا

خَافُوا

يَيْعُوا

To obtain	(a) نَالَ	To become	(i) صَارَ
To die	(o) مَاتَ	To be, to take place	(o) كَانَ
To get up	(o) قَامَ	To return	(o) عَادَ
To sleep	(a) نَامَ	To pass the night	(a) بَاتَ
To hunt, to fish	(i) صَادَ	To be absent	(i) غَابَ
To repent	(o) تَابَ	To visit	(o) زَارَ
To lose the way	(o) تَاهَ	To walk, to go	(i) سَارَ
To blame	(o) لَامَ	To be long, to last	(o) طَالَ
To drive (a carriage)		(o) سَاقَ	

Possible مِنْ الْمُمْكِنِ | Impossible مِنْ الْمَحَالِ غَيْرُ مُمْكِنٍ

59th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

IV — DEFECTIVE VERBS

To efface	(o) مَحَا	for	مَحُو
To throw	(i) رَمَى	»	رَمَى
To consent	(a) رَضِيَ		

Defective verbs are those whose last radical is an **ا** replacing **و**, **ي**, or **ي**.

He called (ا — —) دَعَا

He calls يَدْعُو

Call (s.m) اَدْعُ

Defective verbs whose past tense ends in **ا** are conjugated like مَحَا.

He wept (ي — —) بَكَى

He weeps يَبْكِي

Weep (s.m) ابْك

Defective verbs in **ي**, the 2nd radical of whose past tense carries (—), are conjugated like رَمَى.

He forgot (ي — —) نَسِيَ

He forgets يَنْسَى

Forget (s.m) انْسَ

Defective verbs in **ي**, the 2nd radical of whose past tense carries (—), are conjugated like رَضِيَ.

— Exercise 58 —

هل ممكن أن يعود شقيقك من السفر غداً؟ — هؤلاء الحمالون
يتأمنون على الأرض — لا تقل هذا الخبر لولادك — متى تنال
الأموال التي ورثتها من جدك؟ — زارني صديقي منذ شهر ولم
أزره إلى الآن — لماذا بعثم الخواتم الجديدة بدلاً من أن تبعوا
القديمة؟ — هل ممكن أن يغيب استاذنا غداً؟ — أظن أن
ذلك من المحال لأنه لم يغيب أبداً — هل تاب قبل أن يموت؟ —
كيف نعت أمس ومن أي طريق عدت؟ — غير ممكن أن
يزورني قبل أن أزوره — هل يخافون أن يقولوا ماذا يعملون؟

— Exercise 59 —

Did you sell your cotton at the market? — How did these
princes become poor? — It is possible that our journey will last four
weeks. — When did your father die? — He died five months ago. —
It is impossible for me (1) to sleep before midnight. — What did you
obtain on Sunday? — Get up (s) and go out with me. — I absented
myself yesterday from school. — I walked in these streets during
half an hour, then I lost the way. — It is not possible (2) for me to
absent myself to-morrow. — He goes out in the morning before I get
out of bed and returns in the evening before me. — Why do you
allow (s) the servant to sleep under your window? — It is impossible
for him to drive the carriage at this hour. — Why are you afraid (s)
to say what you have done. — Where did you pass the night?

1. Translate 'It is impossible that I...'

2. غير ممكن

Conjugation of defective verbs

مَحَا	رَضِيَ
Past Tense	
مَحَوْتُ	رَضَيْتُ
مَحَوْتَ	رَضَيْتَ
مَحَوْنَا	رَضَيْنَا
مَحَوْتُمْ	رَضَيْتُمْ
مَحَوْا	رَضَوْا

Present or Future Tense

أَمْحُو	أَرْضَى
تَمْحُو	تَرْضَى
تَمْحِينِ	تَرْضَيْنِ
يَمْحُو	يَرْضَى
تَمْحُو	تَرْضَى
نَمْحُو	نَرْضَى
تَمْحُونَ	تَرْضَوْنَ
يَمْحُونَ	يَرْضَوْنَ

60th Lesson — SIMPLE TRILITERAL VERBS (Irregular)

Conjugation of defective verbs (continued) (1)

Imperative

اَمْحُ
اَمْحِي
اَمْحُوا

اَرْضِ
اَرْضِي
اَرْضُوا

To run	(i) جَرَى	To build	(i) بَنَى
To walk	(i) مَشَى	To fear	(a) خَشِيَ
To increase in price	(o) غَلَا	To be empty, vacant	(o) خَلَا
To remain	(a) بَقِيَ	To forbid	نَهَى (o) عَنْ
To meet	(a) لَقِيَ	To complain	شَكَا (o)
To read ; to follow	(o) تَلَا	To pardon	عَفَا (o) عَنْ
To relate	(i) حَكَى	To pass (of time)	مَضَى (i)
To be high, to ascend	(o) عَلَا	To grow	نَمَا (o)

To water, to give to drink سَقَى (i)

Much	كَثِيرًا	Little	قَلِيلًا
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1. After the particles لَمْ (negative), لَا (prohibitive) and لِ (imperative), the و , ي and ي disappear in the present tense, if they are final.

— Exercise 60 —

قُلْ لِلْخَادِمِ أَنْ لَا يَسْقِيَ الْأَشْجَارَ كَثِيرًا — كَيْفَ نَسِيَ النَّجَارَ مَنَ شَارَهُ
وَمَسَامِيرَهُ فِي الْوَرَشَةِ؟ — بَقِيَ هُنَا إِلَى أَنْ أَعُودَ — إِرْمِ هَذِهِ
الْعَصَا مِنْ يَدِكَ — مَشَيْتُ قَلِيلًا وَلَكِنْ تَعَبْتُ كَثِيرًا — لِمَاذَا لَا
تَسْقِيَنِي بِهَذَا الْكَأْسِ؟ — مِنَ الَّذِي دَعَا هَذَا الرَّجُلُ؟ — أَنَا الَّذِي
دَعَوْتُهُ — مَضَى زَمَنٌ طَوِيلٌ وَنَحْنُ نَشْكُو مِنْ هَذَا الْمَكَانِ —
لِمَاذَا غَلَا الْخُبْزُ هُنَا؟ — ائْمِسُوا كَثِيرًا وَاجْرُوا قَلِيلًا — مَتَى تَخْلُو
هَذِهِ الْمَحَلَّاتِ؟ — لِمَاذَا لَا تَجْرِي هَذِهِ الْعَرَبَاتُ كَثِيرًا؟ — تَنْمُو
هَذِهِ الْأَشْجَارُ قَلِيلًا جَدًّا — أَغْفُ عَنْهُ لِأَنَّهُ مَعْلُورٌ

— Exercise 61 —

Why have they called him? — They have called him in order to tell him to stay here. — Tell us what you did yesterday at the palace. — Peter forgets much, but his sister forgets very little. — Has he consented to walk with us? — Why did she throw those flowers out of (1) the window? — I walk much and I run little. — Efface (s) these words from your exercise-book. — Nobody has built here. — An hour has passed and my children have not returned. — This room has become vacant, but I fear to sleep in it. — Forgive them, for they do not know what they are doing. — They complain much of their house. — Have cotton, corn and vegetables increased much in price? — I forbid you to enter here.

61st Lesson — SIMPLE TRILITERAL VERBS (Irregular)

V — HAMZATED VERBS

To hope

أَمَلَ (أ — — —) (o)

To ask

سَأَلَ (أ — — —) (a) عَنْ

To read

قَرَأَ (أ — — —) (a)

Hamzated verbs have one of their radicals containing a (أ).

He read قَرَأَ

He reads يَقْرَأُ

Read (s.m) اِقْرَأْ

Hamzated verbs are conjugated like regular verbs.

Exceptions: The verbs (o) أَصْلَكَ (to eat), (o) أَخَذَ (to take) and (o) أَمَرَ (to command) have an irregular conjugation in the imperative mood; thus كُلْ, خُذْ, مُرْ, etc. (1).

He asked سَأَلَ

He asks يَسْأَلُ

Ask (s.m) اِسْأَلْ

If the (أ) is accentuated in the middle of a word, it has as a support a letter corresponding to the accent which accompanies it, i.e. ا, و, or ي, according as the accent is (ـَ), (ـُ) or (ـِ).

To begin

(a) بَدَأَ

To fill

(a) مَلَأَ

To permit

(a) أَذِنَ

To loathe

(a) سِئِمَ

To be, feel safe

(a) آمِنَ

Without doubt لَا رَيْبَ — لَا شَكَّ | But

بَلْ

1. The verb أَمَرَ has also a regular conjugation: أَوْمَرُ, أَوْمِرُ, etc.

I read قَرَأْتُ

He hopes يَأمَلُ

Hope (s.m) أَوْمَلُ

If the (ع) carries (ـُ) in the middle of a word, it has as a support a letter corresponding to the accent which precedes it. (1)

Defective-hamzated verbs

To come أَتَى (أ - ي - ع) (i)

To refuse أَبَى (أ - ي - ع) (a)

Defective-hamzated verbs are conjugated like ordinary defective verbs.

Concave-hamzated verbs

To come, to arrive جَاءَ (ج - ا - ع) (i)

To wish شَاءَ (ش - ا - ع) (a)

Concave-hamzated verbs are conjugated like ordinary concave verbs.

— Exercise 62 —

مَاذَا تَقْرَؤُونَ؟ — لَا شَيْءَ أَنَّهُ سَيَأْتِي غَدًا — لِمَاذَا مَلَأْتَ الْقَدَحَ؟ —
إِفْعَلْ مَا تَشَاءُ وَيَفْعَلُونَ مَا يَشَاءُونَ — أَوْمَرُهُمْ بِأَنْ يَذْهَبُوا إِلَى
الْمَكَانِ الَّذِي وَصَفْتَهُ لَهُمْ — اقْرَأْ دَائِمًا الْكُتُبَ الْمُفِيدَةَ — لَا رَيْبَ
أَنَّكَ أَمِيرٌ عَادِلٌ — إِذْنِي لِي أَنْ أَخْرُجَ — مِنْ أَيْنَ أَتَوْنَا؟ — لَا
تَسْأَلُوا عَنِّي بَلْ أَسْأَلُوا عَنْ إِخْوَتِي — هَلْ بَدَأْتُمْ أَنْ تَنْشُرُوا
الْقَوَائِينَ الَّتِي شَرَحْتَهَا لَكُمْ؟ — أَمَلْتُ (2) أَنْ أَكُونُ دَائِمًا بِالْقُرْبِ
مِنْكَ — مَتَى جِئْتَ وَمَتَى يَجِيءُ ابْنُ عَمِّكَ؟

1. These remarks on the (ع) apply also to nouns, adjectives etc.; e.g.

رُؤُوسُ بُشْرٍ (heads), — 2. for أَمَلْتُ

62nd Lesson — PARTICIPLES of TRILITERAL VERBS (Irregular)

The *active* and *passive* participles of simple irregular triliteral verbs are formed on the model of فاعل and مفعول respectively, as in the case of the regular verbs.

Kind	Infinitive	Act. Part.	Pass. Part.
Reduplic. verbs	ذَمَّ	(1) ذَامَّ	مَذْمُومٌ
Assimilated verbs	وَجَدَ	وَجِدَ	مَوْجُودٌ
Concave verbs	قَالَ	(2) قَائِلٌ	(3) مَقُولٌ
Defective verbs	رَمَى	(4) رَامَ	(5) مَرْمِيٌّ
Hamzated verbs	أَكَلَ	(6) آكِلٌ	مَأْكُولٌ

— Exercise 63 —

أَهْدَا الشَّارِعَ مَسْدُودٌ؟ — لَا شَكَّ أَنَّ هَؤُلَاءِ الْأَوْلَادَ تَأْتُونَ —
 الْمَظْنُونُ أَنَّ هَذَا الْكَلْبَ مَسْمُومٌ — قُصُورٌ مَهْدُودَةٌ وَبُيُوتٌ
 مَبْنِيَةٌ — مِنَ الْأَمْرِ وَمِنَ الْمَأْمُورِ؟ — أَهْدَا الرَّجُلُ تَائِبَ عَمَّا (7)
 فَعَلَ؟ — مَا الْمَأْكُولُ وَمَا الْمَشْرُوبُ؟ — لِمَاذَا خَالَكَ وَقِفْ هُنَا؟
 — هَلْ أَنْتَ رَاضٍ بِذَلِكَ؟ — أَهْؤُلَاءِ الْبَائِعُونَ أَتُونَ؟ — مِنَ
 اللَّائِمِ وَمِنَ الْمَلُومِ؟ — أَيْنَ الْوَارِثُ؟ — مِنْ هُمُ الْمَارُونَ؟

1. for ذَامِس — 2. for قَاوِل — 3. for مَقُول — 4. for رَامِي؛

if the active participle is determined, it takes again the final ي E.g. حَمَى
 (to defend), الْحَامِي (who defends, the defender).

5. for مَرْمُوي — 6. for آكِل — 7. for مَأْكُول.

63rd Lesson — DERIVED VERBS

Simple verbs	Derived verbs
(— — —) عَلِمَ to know	(— — —) أَعْلَمَ to make to know, to inform
(— — —) وَقَفَ to stop	(— — —) وَقَّفَ to make to stop

A *derived verb* is one which is formed from the simple verb by the addition of one or several letters which usually modify the meaning of the primitive verb.

DERIVATIVES FROM TRILITERAL VERBS

From the simple triliteral verb **فَعَّلَ** (to do), which is conventionally taken as a model, are formed 12 derived forms of which three are but rarely used; the remaining nine are as follows:

Forms of derived verbs

I.	أَفْعَلَ	II.	فَعَّلَ	III.	فَاعَلَ
IV.	تَفَاعَلَ	V.	تَفَعَّلَ	VI.	إِنْفَعَلَ
VII.	إِفْتَعَلَ	VIII.	إِفْعَلَ	IX.	إِسْتَفْعَلَ ⁽¹⁾

1. Not all verbs give derived forms; practice and the dictionary can alone enlighten the student on this point. Moreover, there are some verbs which are only used in the derived form.

64th Lesson — DERIVATIVES FROM TRILITERAL VERBS

Conjugation of derived verbs

	Past tense	Present	Imper.	Act. part.	Pass. part.
To meet	تَقَابَلَ	يَتَقَابَلُ	تَقَابَلْ	مُتَقَابِلٌ	مُتَقَابِلٌ
To respect	أَكْرَمَ	يُكْرِمُ (ل)	أَكْرِمْ	مُكْرِمٌ	مُكْرِمٌ
To present	قَدَّمَ	يَقْدِمُ	قَدِّمْ	مُقَدِّمٌ	مُقَدِّمٌ
To be divided	انْقَسَمَ	يَنْقَسِمُ	انْقَسِمْ	مُنْقَسِمٌ	مُنْقَسِمٌ

Past tense. - In conjugating the past tense of a derived verb, the last letter only changes its vowel-sound according to the various persons.

Present tense. - If the past begins with an additional (2) ; , the verb keeps the same form in the present, except that it adds the prefix-letter.

If it does not begin with an additional ; , the accent on the penultimate letter becomes (ـَ).

If the past tense begins with ل , this letter is suppressed in the present tense.

Imperative. - The imperative is formed from the present tense, as in the case of the simple verbs. If the first radical of the present carries (ـَ), ل is placed before the verbs of four letters and ل before other verbs.

Participles. - The participles, both active and passive, are formed, as in the case of simple quadrilateral verbs. (See p. 63)

1. In the case of verbs of four letters, the vowel-sign of the prefix-letter of the present tense is always (ـَ) : (See p. 57, 1).

2. I.e. which does not form part of the root.

— Exercise 64 —

لِمَاذَا لَا يَكْرُمُونَهُمْ؟ — أَلَمْ يَتَقَابَلْ أَمْسَ الْمِيرَانِ؟ — أَظُنَّ أَنَّهُمَا
لَمْ يَتَقَابَلَا إِلَى الْآنَ — أَكْرَمُوا مُعَلِّمِيكُمْ وَمُعَلِّمَاتَكُمْ؟ — مَنْ
أَعْلَمَ هَؤُلَاءِ الْأَشْخَاصَ أَنَّ وَالِدَهُمْ عَادَ مِنَ السَّفَرِ؟ — أَنْتَ مُقَدِّمُ
صَدِيقِكَ أَمْ مُقَدِّمُ مِنْهُ؟ — أَيْنَ تَقَابَلْتُمُ الْيَوْمَ؟ — تَقَابَلْنَا فِي
الْكَنِيسَةِ — أَكْرَمْتَهُ لِيَكْرِمَنِي — يَنْقَسِمُ هَذَا الْكِتَابُ إِلَى
أَرْبَعَةِ أَجْزَاءَ — قَدِّمِي لِي مَنْ تَرْضَيْنَ — مَنْ الَّذِي وَقَفَ الْعَرَبَةُ
أَمَامَ بَابِ الْبَيْتِ؟ — يَجِبُ عَلَيْنَا أَنْ نَعْلَمَهُمْ بِمَا حَصَلَ — لَا شَاكَ
أَنَّهُمْ يَتَقَابَلُونَ فِي السَّرَايِ — لِمَاذَا وَقَفَتِ الْعَرَبَةُ وَلَمْ تَتَزَيَّلِي؟

— Exercise 65 —

The pupils ought to respect their teachers. — These doctors met yesterday at the pharmacy. — Why have you (s) stopped these two carriages? — Inform (s) this lady that her children have returned. — I learned that they introduced you (1) to my father. — When and how have our families met? — The newspapers this morning publish that our friend has presented his work to the king. — Make this man stop. I do not respect this gentleman because he does not respect me. — Who is the lady whom they introduced to you? — Tell (s) the servant to bring (2) a carriage or two (carriages) for us. — Where is the young man introduced by our friend John? — You will present me that to-morrow or the day after to-morrow.

-
1. أَقْدَمُواكُمْ 2. أَحْضَرَاكُمْ

65th Lesson — DERIVATIVES FROM TRILITERAL VERBS

1st Form

Simple verbs

دَخَلَ

to enter

خَرَجَ

to go out

مَاتَ

to die

وَقَفَ

to stop

رَضِيَ⁽¹⁾

to be satisfied

derived verbs

أَدْخَلَ

to make to enter, to introduce

أَخْرَجَ

to make to go out, to send away

أَمَاتَ

to make to die

أَوْقَفَ

to make to stop

أَرْضَى⁽¹⁾

to make satisfied, to satisfy

This form, which is made by placing ^أ before the 1st radical, is transitive and usually gives an active meaning to the simple verb. It is generally translated by *to make to...*, *to cause to...*

2nd Form

دَخَلَ

to enter

دَخَلَ

to make to enter, to introduce

كَتَبَ

to write

كَتَبَ

to make to write

مَشَى

to walk

مَشَى

to make to walk

وَسَّعَ

to be wide, to contain

وَسَّعَ

to make to contain, to widen

This form, which is made by doubling the 2nd radical by means of (ـَـ), is also transitive and usually gives to the simple verb the same meaning as that given by the 1st form (above).

1. Defective verbs in the 1st, 2nd, 3rd, 6th, 7th and 9th forms are conjugated, in respect to their final radical, like رَمَى.

— Exercise 66 —

أَدْخِلُوا أَوْلَادَكُمْ فِي الْمَدْرَسَةِ — هَلْ وَسَّعُوا الْمَنْزِلَ الْجَدِيدَ؟
 — مَاذَا يَرْضِيكُمْ؟ — قَرَّبَهُمْ مِنْهُ أَوْلَادُهُمْ أَبْعَدَهُمْ عَنْهُ — مَشَيْتُهَا
 الْيَوْمَ سَاعَةً وَسَامَشْتُهَا غَدًا سَاعَتَيْنِ — هَلْ ضَحَكْتُمْ كَكُمْ هَذَا
 الشَّابُّ كَثِيرًا؟ — وَقَفْتُهَا لِأَسْأَلَهَا عَنْ حَالِهَا — هَلْ أَبْقَيْتِ الْخَادِمَ
 فِي الْبَيْتِ؟ — خَوْفَنَاهُ (1) لِيَبْعَدَ عَنَّا (2) — لِمَاذَا أَتَقْظَنِي الْآنَ؟ —
 هَلْ غَطَسْتَ الْكَلْبَ فِي الْمَاءِ أَمْ غَرَقْتَهُ؟ — مِنْ مَلِكِهِ هَذِهِ الْبُيُوتُ
 الْعَظِيمَةُ؟ — مَنْ فِيْمَاكَ هَذِهِ الدَّرُوسُ؟ — أَحْضَرْتَهُ لِأَشْكُرَهُ

— Exercise 67 —

Who made this little child weep? — Take this lady into the drawing-room, until they look for a carriage for her. — I am making him write two pages of the dictionary. — Make (s) this young man go away from here. — We will make them sell their houses and gardens. — See (pl) how they make these poor soldiers lie on the ground. — This news has made me forget what you told me yesterday. — Make (s.f) the servant come in and tell him to inform me of what he did at the market. — He made me accept this watch, in spite of me. — This teacher made me learn my lesson in half an hour. — What did he make you gain? — It is my uncle who caused me to inherit all this wealth. — Do not cause me to be deceived.

1. In the 2nd form, the concave derived verbs take up again the و or ي of the primitive form.

2. for عَنْكَ

66th Lesson — DERIVATIVES FROM TRILITERAL VERBS

3rd Form

Simple verbs

حَسَبَ to count
حَكَى to relate

Derived verbs

حَاسَبَ to make a reckoning with somebody
حَاكَى to converse with somebody

This form which is obtained by placing **h** after the 1st radical is usually transitive and denotes the action expressed by the simple verb together with an idea of reciprocity.

قَتَلَ to kill قَاتَلَ to seek to kill, to fight
سَبَقَ to precede, to surpass سَاكَى to seek to surpass

This form likewise denotes effort, emulation.

4th Form

قَتَلَ to kill تَقَاتَلَ to fight with one another
بَدَلَ (o) to replace, to exchange تَبَادَلَ to interchange

This form, which is obtained by placing **t** before the 1st radical and **l** after, is intransitive and usually indicates a reciprocity of action.

عَظَّمَ (o) to be great, glorious تَعَظَّمَ to make oneself great
مَجَّدَ (o) to be great, noble تَمَجَّجَدَ to boast, to exalt oneself

This form signifies sometimes *to make oneself...*, *to pass oneself off as...*, *to appear...*, *to become...*, etc.

5th Form

Simple verbs

عَلِمَ to know

قَطَعَ to cut

Derived verbs

تَعَلَّمَ to learn

تَقَطَّعَ to be cut

This form, which is obtained by placing ʿ before the 1st radical and (ـَ) over the 2nd, has usually a reflexive or a passive meaning.

6th Form

(a) خَدَعَ to deceive

(i) جَسَسَ to imprison

قَضَى to accomplish, to finish

اِنْخَدَعَ to be deceived

اِنْجَسَسَ to be imprisoned

اِنْقَضَى to be accomplished, to be finished

This form, which is obtained by placing ʾ before the 1st radical, has usually a passive meaning.

7th Form

جَمَعَ to gather

كَسَبَ to gain, to earn

شَرَى to buy

اِجْتَمَعَ to assemble

اِكْتَسَبَ to gain, to earn

اِشْتَرَى to buy

This form, which is obtained by placing ʾ before the 1st radical and ʿ after, has usually a reflexive meaning and sometimes an active meaning.

Derived verbs

أَعُوذُ
13 to be or to become bent

9th Form

Derived verbs

This form, which is obtained by placing the syllable ^{هـ} before the 1st radical, often indicates the desire or demand for the action or state expressed by the simple verb.

1. The simple verbs denoting colours or deformities are scarcely ever employed.

2. Concave verbs are conjugated like **بَاعَ**.

— Exercise 68 —

مَاذَا تَتَقَاسَمُونَ؟ — تَحَاكُوا كَثِيرًا فَتَضَارِبُوا⁽¹⁾ — وَقَعَ الْكَأْسُ
 مِنْ يَدِي فَأَنْكَسَرَ — يَجِبُ عَلَيْكُمْ أَنْ تَتَقَاهُمَا قَبْلَ أَنْ تَتَاغَظُوا⁽²⁾
 — سَأَلْتَهُ عَمَّا فَعَلَ فَأَحْمَرَتْ وَجْهَهُ — اسْتَدْعَيْتُكُمْ لِأَنْصَحَكُمْ⁽³⁾
 الْآنَ⁽⁴⁾ تَسْتَكْبِرُونَ الْأَمْرَ⁽⁵⁾ — اسْتَغْفِرِي اللَّهَ عَنْ ذَنْبِكَ⁽⁶⁾ — سَقَطَ
 مِنَ الشَّيْءِ قِمَاتٌ — أَنْظِرْ كَيْفَ أَصْفَرَ الْمَاءُ فِي الْقَدَحِ فَأَبْيَضَ⁽⁷⁾
 فَأَسْوَدَ — اقْتَرِبُوا مِنْهُمْ قَلِيلًا ثُمَّ ابْتَغِدُوا — اسْتَخَرْنَا ذَاكَ مِنَ
 الْكُتُبِ — مَاذَا يَمْتَلِكُ هَذَا الشَّابُّ؟ — مَتَى اسْتَدْعُوا الطَّيِّبَ؟

— Exercise 69 —

Have you reckoned with the grocer and the baker? — The bottle has fallen on the ground and is broken. — Why are they always fighting? — Try (pl) to understand what has happened yesterday. — These plants have become green and soon they will become yellow. — From where have you (s) extracted that? — What do our neighbours possess in this street? — Ask pardon of God for your faults (5) and God will pardon you. — Where and when will they meet? — We have shared our mother's property. — Do not look upon (s) this fact as important. — Where are the books which we bought? — I ask God to grant my prayer (6).

1. The conjunction **فَ** usually means *and, then, consequently*, etc.; it is sometimes merely an expletive.

2. for **أَنْ لَا** — 3. the fact — 4. your fault — 5. **ذُنُوبُكُمْ** — 6. **صَلَاتِي**

68th Lesson -- DERIVATIVES FROM QUADRILITERAL VERBS

Simple verbs

بَرَّطَلَ to bribe

دَحْرَجَ to roll

رَزَعَزَعَ to shake

Derived verbs

تَبَرَّطَلَ to be bribed

تَدَحْرَجَ to be rolled

تَرَزَعَزَعَ to be shaken

The most common derived form of the quadriliteral verb is obtained by placing ^{هـ} before the first radical. It often gives a passive meaning to the simple verb.

This form is conjugated like derived trilateral verb beginning with ^{هـ}.

— Exercise 70 —

أَهَذَا الطَّيِّبُ تَبَرَّطَلَ ؟ — لَا أَظُنُّ أَنَّهُ يَتَبَرَّطَلُ — أَنْظِرْ إِلَى الزَّجَاجَةِ كَيْفَ تَتَدَحْرَجُ — لَا شَكَّ أَنَّ الرِّيحَ رَزَعَزَعَتْ هَذَا الْيَتِّ — لِمَاذَا تَبَلَّلَ هَذَا الشَّابُّ أَمَامَكُمْ ؟ — كَيْفَ لَمْ يَقْدِرُوا أَنْ يَرْطِلُوهُمْ ؟ — بَرَّهِنْ لِي أَنَّهُمْ سَيَنْتَقِاسُمُونَ هَذِهِ الْأَمْوَالَ — سَابِرْهُمْ لَكَ ذَلِكَ — ائْخَذُوا فِتْرَ طَلُّوا — كَيْفَ تَبَرَّهِنْ أَنْهُمْ قَبِلُوا ذَلِكَ ؟ — هَلِ الرِّيحُ تَرَزَعَزَعُ الْمَنَازِلَ ؟ — نَعَمْ تَرَزَعَزَعُهَا — لِمَاذَا هَذِهِ الْأَشْيَاءُ مُتَبَلِّلَةٌ ؟ — كَيْفَ تَدَحْرَجُ هَذَا الْوَلَدُ مِنَ السَّلَمِ ؟ — هُوَ لَا الْقَضَاةَ لَا يَتَبَرَّطَلُونَ أَبَدًا

69th Lesson — FORMATION OF COMPOUND TENSES

Imperfect tense

She was drinking

كَانَتْ تَشْرَبُ

We were eating

كُنَّا نَأْكُلُ

The *imperfect tense* is rendered by the present tense of the verb to be conjugated, preceded by the past tense of the verb كَانَ (to be) of the same person and number.

Pluperfect (1)

They had arrived

كَانُوا وَصَلُوا

She had taken flight

كَانَتْ قَدْ هَرَبَتْ⁽²⁾

The *pluperfect* is rendered by the past tense of the verb preceded by the past tense of كَانَ.

Future perfect

I shall have returned

أَكُونُ عُدْتُ

We shall have written

نَكُونُ قَدْ كَتَبْنَا

The *future perfect* is rendered by the past tense of the verb preceded by the present tense of كَانَ.

1. The English present perfect tense is rendered by the ordinary past tense in Arabic.

2. This participle, which in the literary language is usually placed between the auxiliary كَانَ and the past tense of the verb conjugated, is not translated in English.

70th Lesson — FORMATION OF COMPOUND TENSES

Conditional present tense

If she listened, she would understand { لو كانت تسمع لكانت تفهم
لو أصفت لفهمت

The *conditional present* is rendered by the imperfect or the past tense of the verb to be conjugated preceded by the particle *if* ; the conjunction *if* is translated by *لو* followed by the imperfect or the past tense respectively.

Conditional perfect tense

If he had come, I should have accompanied him لو كان أتى لكنت رافقته

The *conditional past* is rendered by the pluperfect tense of the verb to be conjugated preceded by the particle *if* ; *if* is translated by *لو* followed by the pluperfect.

If you do (s) that, you will succeed

إن تفعل ذلك تنجح

If they come, we shall be glad

إذا جاؤوا نفرح

The *present tense* preceded by *if* (إن) or (إذا) is translated in Arabic by the present, the imperfect or the past tense; however, the verb immediately preceded by *إذا* should not be in the present tense.

In conditional sentences with *إن*, the present tense, in the subordinate clause as well as that of the principal clause, ends in (ـة) or loses its final ن, as is the case with the prohibitive particle *لا*. (1)

1. The same is true for *من* used relatively (*he who, she who, etc.*)

— Exercise 71 —

مَاذَا كُنْتُمْ تَبْعُونَ؟ — أَيْنَ الْأَوْرَاقِ الَّتِي كَانَتْ عَلَى الْمَكْتَبِ؟ —
 لَمَّا (1) حَضَرَ الْعَسَاكِرَ كَانُوا قَدْ هَرَبُوا — إِذَا اجْتَمَعُوا ابْعِدُوا هُمْ
 عَنْ هَذَا الْمَكَانِ — مَاذَا كُنْتَ تَأْكُلُ؟ — لَوْ كُنَّا عَلِمْنَا ذَلِكَ لَمَّا
 كُنَّا أَتَيْنَا الْآنَ — لَمَّا تَرَجِعْ نَكُونُ لِبَسْنَا — لَوْ كَانَ مَعِيَ نَقُودٌ
 لَكُنْتُ اشْتَرَيْتُ هَذَا الْبُسْتَانَ — إِذَا أَتَوْا نَخْرُجْ مَعَهُمْ — لَوْ دَرَسَ
 لِحَفَظَ — إِنْ أَكَلْتُمْ نَأْكُلْ مَعَكُمْ — لَوْ لَمْ يَكُنْ أَكْرَمِي لَمَّا
 كُنْتُ أَكْرَمْتَهُ — لَمَّا عَلِمْتُ أَنَّ أَخِي قَدْ سَافَرَ — إِذَا حَضَرَ
 الْخَادِمَ قُلْ لَهُ أَنْ يَلْحَقَنِي — لَوْ كُنْتُ عَلِمْتُ ذَلِكَ لَمَّا كُنْتُ شَرَبْتُ

— Exercise 72 —

What was John doing in front of our house? — I think (that) he was buying newspapers or magazines. — If he had bought newspapers, he would have told me. — If the doctor had come, I should have gone out. — When we arrived, she had not learnt the news. — What is the name of the young man who was accompanying you? — If he comes, tell him to join us at the market. — When you are dressed, we will tell our friend to come. — If you go to school, we will go with you. — When they translated the book, I was not here. — If we had money, we should have bought this ring. — If you call (s) her, she will come. — If she did not come, I should not call her.

71st Lesson — THE PASSIVE VERB

Past tense

Active form	Passive form
He killed	He was killed قُتِلَ
He has extracted	It has been extracted أُستُخْرِجَ
He translated	It has been translated يُترجمَ

The *past tense* of the *passive verb* is formed by placing (ـَ) under the penultimate radical and (ـُ) over the preceding letters which bear vowel-accents.

Present or future tense

He kills, he will kill	He will be killed يُقْتَلُ
He extracts, will extract	It will be extracted يُستخرجُ
He translates, will translate	It will be translated يُترجمُ

The *present or future tense* of the *passive verb* is formed by placing (ـَ) over the penultimate radical and (ـُ) over the prefix-letter. (1)

1. Sometimes, in Arabic, certain derived forms of the verb supply the passive voice ; e.g. **أُنجِرَحَ التِّلْمِيذُ** (the pupil has been wounded).

— Exercise 73 —

كَيْفَ قَطَعَ الْغَصْنَ مِنَ الشَّجَرَةِ؟ — هَلْ تُرْجِمُ الْكِتَابَ؟ —
 أَظُنُّ أَنَّهُ لَمْ يَتَرْجَمَ إِلَى الْآنَ — هَلْ قَتَلَ الشَّابُّ الَّذِي كَانَ مَعَنَا
 أَمْسَ؟ — لِمَاذَا طَرَدْتَ هَذِهِ الْخَادِمَةَ؟ — أَيْسَجَنُ هُوَ لَا الْمَسَاكِرَ؟
 — يَقْسِمُ الْكِتَابَ إِلَى ثَلَاثَةِ أَجْزَاءَ — لِمَاذَا هُوَ لَا الْأَشْخَاصَ
 يُكْرَمُونَ حَيْثُ يَدْهَبُونَ؟ — حَكِمَ عَلَى السَّارِقِ بَأَن يَجْبَسَ —
 هَذِهِ الْبُيُوتُ لَا تَسْكُنُ — لَا يَعْبُدُ أَحَدٌ مِنَ هَؤُلَاءِ الشُّبَّانِ —
 مَتَى يَزْرَعُ الْقُطْنُ وَمَتَى يَجْمَعُ؟ — مَاذَا يَصْنَعُ فِي هَذِهِ الْوَرَشِ؟ —
 تَشْتَرِي هَذِهِ الْأَشْيَاءَ مِنَ السُّوقِ — اللَّحْمُ يُوَكَّلُ وَالْمَاءُ يَشْرَبُ

— Exercise 74 —

Where are the flowers which have been gathered? — When will these houses be pulled down? — Why have these children been beaten? — Where has this ring been found? — Will these dogs be poisoned? — Will the pupils learn the lessons which have been explained to them? — When will this poet be presented to the king? — I think that he will be presented to him today. — Will not these exercises be translated? — Has not your (s) money been counted? — Why have those people been driven away from here? — Will these glasses be filled? — The book will be translated, then printed. — Will this news be published today? — I think that it will be published neither today nor to-morrow. — When will this man be questioned on the facts (1) which you know?

72nd Lesson — THE MASDAR or VERBAL NOUN

قَتَلَ	to kill	قَتْلُ	the act of killing (murder)
ظَهَرَ	to appear	ظُهُورُ	the act of appearing (appearance)

The *Masdar* is the noun which denotes in an abstract way the action expressed by the verb. The *Masdar* often translates the English infinitive.

Sometimes several *Masdars* are coined from a single verb.

I — *Masdars* formed from trilateral verbs (1)

تَرَكَ	to abandon	تَرْكُ	abandoning
بَاعَ	to sell	بَيْعُ	selling, a sale
وَعَدَ	to promise	وَعْدُ	a promise

The *Masdar* of transitive verbs of *three* letters is generally of the form *فَعْلُ*.

خَرَجَ	to go out	خُرُوجُ	going out, an exit
وَقَعَ	to fall	وُقُوعُ	a fall
وَصَلَ	to arrive	وُصُولُ	an arrival

The *Masdar* of intransitive verbs of *three* letters is usually of the form *فُعُولُ*. This form is used particularly in the case of verbs denoting motion.

1. The *Masdar* of these verbs varies ; usage and the dictionary can alone indicate it.

— Exercise 75 —

مَنْ أَمَرَكَ بَفَتْحِ الشَّبَابِ وَكَنَسِ الْأَوْضَ؟ — سُرِرْتُ كَثِيرًا
بِنَجَاحِ هَذَا الشَّبَابِ — هَذَا بَابُ الدُّخُولِ وَذَلِكَ بَابُ الْخُرُوجِ —
مَنْ يَمْدَحُ يَمْدَحُ — هَلْ تَعَلَّمُونَ الْكِتَابَةَ وَالْقِرَاءَةَ؟ — مَا هَذَا
السُّؤَالُ؟ — مَا عُدُّكَ عَلَى تَقَاكَ؟ — قَدِمْتُ شَقِيقَتِي مِنَ السَّفَرِ
فَذَهَبْتُ لِلِقَائِهَا — أَمَرَهُمْ بِالْوُقُوفِ مَدَّةَ سَاعَةٍ ثُمَّ سَمَحَ لَهُمْ بِالْجُلُوسِ
— مَا هَذَا الصُّعُودُ وَمَا هَذَا النُّزُولُ؟ — لِي أَمَلٌ عَظِيمٌ فِي وَعْدِكُمْ
— جَسُّ هَؤُلَاءِ الْأَشْخَاصِ وَاجِبٌ وَقَتْلُ أَوْلَادِكُمْ مُفِيدٌ — أَلَمْ
يَقْبَلْ طَلَبَ هَذِهِ السَّيِّدَةِ؟ — أَقُولُهُمْ صَادِقٌ أَمْ كَاذِبٌ؟

— Exercise 76 —

Who ordered you to leave (2) this place? — Why have they presented this request to the king? — What is the hour of arrival and the hour of departure? — In this school, they learn writing and drawing. — What have you (s) gained by the sale of your garden? — What is the date of your return (3)? — The demolition of this wall is indispensable for the preservation (4) of this house. — What is the date (5) of the appearance of this newspaper? — Who prevents you (f) from entering or going out? — The fertility of the land. — (The) going (6) and (the) returning (7). — The examination of the pupils. — The barking of the dogs. — (The) sweeping and (the) watering.

1. Obligatory, compulsory, indispensable.
2. The Masdars which are not indicated in the foregoing exercise and before which no note is made, are modelled on the form فَعَلَ.
3. الإِيَاب 7. — الذِّهَاب 6. — تَارِيخٌ 5. — حَفَظَ 4. — رَجُوعٌ 3.

73rd Lesson — THE MASDAR or VERBAL NOUN

II — Masdars of verbs of four letters

تَرْجَمَ	to translate	تَرْجَمَةٌ	translation
أَرْسَلَ	to send	إِرْسَالٌ	sending, despatch
عَلَّمَ	to instruct	تَعْلِيمٌ	instruction
شَاجَرَ	to dispute	مُشَاجَرَةٌ	dispute

The Masdars of verbs composed of *four* letters are regular and are generally formed on the models of the above forms.

III — Masdars of verbs of five and six letters

تَأَسَّفَ	to regret	تَأَسُّفٌ	regret
تَدَخَّرَ	to roll	تَدَخُّرٌ	rolling

The Masdar of verbs composed of *five* letters the 1st of which is an additional ـِ is formed by replacing the vowel-sign of the penultimate letter by (ـُ).

اجْتَمَعَ	to meet	اجْتِمَاعٌ	a meeting
اسْتَعْلِمَ	to be informed	اسْتِعْلَامٌ	information
اسْتَعْمَلَ	to use	اسْتِعْمَالٌ	use

The Masdar of other verbs composed of *five* letters and of those composed of *six* letters is formed by changing the vowel-accent of the 3rd letter to (ـَ) and adding ـِ before the final radical.

— Exercise 77 —

مَاذَا تَعْمَلُونَ فِي اجْتِمَاعَاتِكُمْ؟ — هَلْ بَدَأْتَ تَرْجِمَةَ هَذَا الْكِتَابِ؟
 — أَيْنَ تَكُونُ الْمُقَابَلَةُ؟ — هَلْ يَطْلُبُ اسْتِعْلَامَاتٍ بِشَانِ (1) هَذِهِ
 الْمَسْأَلَةِ (2)؟ — هَذِهِ الْكُتُبُ مُفِيدَةٌ جِدًّا لِلتَّعْلِيمِ — لَا أَرْغَبُ
 اسْتِعْمَالَ هَذِهِ الْكَلِمَاتِ فِي هَذَا الْمَوْضِعِ — أَتَأْمَلُ الْحَصُولَ
 عَلَى ذَلِكَ؟ — يَلْزِمُ اسْتِثْنَاءُ نَاضِرِ الْمَدْرَسَةِ قَبْلَ الْخُرُوجِ —
 يَرْغَبُ اسْتِحْضَارُ هَؤُلَاءِ الْأَشْخَاصِ فِي الْحَالِ — الْعِلْمُ أَعْظَمُ
 مِيرَاثٍ يَتْرُكُهُ الْآبَاءُ لِلْأَبْنَاءِ — إِكْرَامُ السَّيِّدَاتِ وَاجِبٌ — حَصَلَتْ
 مُشَاجَرَةٌ بَيْنِي وَبَيْنَ هَذَا الشَّابِّ — يَلْزِمُ مُرَاقَبَةُ هَؤُلَاءِ الْأَوْلَادِ

— Exercise 78 —

Nobody has been sent to accompany these children. —
 We have three meetings a month. — How do you make
 these translations? — Instruction is compulsory in this
 country (3). — What is the date of the presentation of the
 books? — Why do they wish to use this word instead of
 that? — When have they forbidden you to send money to
 this merchant? — We must make these people come here. —
 Were you present at the prince's reception? — Why does she
 ask for this information? — Do they not wish to use these
 words in their exercises? — Why do you refuse to send your
 children to this school? — Do you wish to enter them at the
 university? — The presentation of (the) requisitions will take
 place (4) to-morrow morning.

1. concerning... — 2. question. — 3. القَطْرُ — 4. يَكُونُ

74th Lesson — DEGREES OF COMPARISON

The Comparative

Comparative of equality

She is as tall as her brother

هيَ طَوِيلَةٌ مِثْلَ شَقِيقِهَا

The *comparative of equality* is formed by placing after the adjective كَ or مِثْلُ (as) which translate the expression as ... as.

Comparative of superiority

كَبِيرٌ great (from the verb كَبُرَ) أَكْبَرُ greater

صَغِيرٌ small (from the verb صَغُرَ) أَصْغَرُ smaller

The *comparative of superiority* of adjectives derived from simple trilateral verbs is formed on the model of أَفْعَلُ, by reducing these adjectives to the radicals of the verbs from which they are derived and placing أَ before them.

مُجْتَهِدٌ diligent (اجْتَهَدَ diligence) أَكْثَرَ اجْتِهَادًا more diligent
أَبْيَضٌ white (يَاضَ whiteness) أَشَدَّ يَافِضًا whiter

The *comparative of superiority* of adjectives derived from verbs of more than three letters (quadrilateral or derived) and the comparative of adjectives denoting colours or deformities, are obtained by placing before the substantives (1) corresponding to these adjectives one of the expressions أَكْثَرُ (more), أَشَدَّ (stronger) or another equivalent.

1. These substantives are terminated by (أ).

Comparative of inferiority

سَهْلٌ easy	(سَهْلَةٌ ease)	أَقْلَّ سَهْلَةً less easy
صَعْبٌ difficult	(صَعْبَةٌ difficulty)	أَقْلَّ صَعْبَةً less difficult
مُجْتَهِدٌ diligent	(مُجْتَهِدٌ diligence)	أَقْلَّ مُجْتَهِدًا less diligent
أَحْمَرٌ red	(أَحْمَرٌ redness)	أَقْلَّ أَحْمَرَ less red

The comparative of *inferiority* is obtained by placing the word أَقْلَّ (less) before the substantive corresponding to the adjective.

These boys are taller than these girls

هَؤُلَاءِ الصَّبِيَّانِ أَطْوَلُ مِنْ هَؤُلَاءِ الْبَنَاتِ

This girl is more diligent than that

هَذِهِ الْبَنَةُ أَكْثَرُ مُجْتَهِدًا مِنْ تِلْكَ

My books are less clean than yours

كُتُبِي أَقْلَّ نِظَافَةً مِنْ كُتُبِكَ

This cloth is less black than that

هَذَا الْجُودُخُ أَقْلَّ سَوَادًا مِنْ ذَلِكَ

This stuff is less yellow than that

هَذَا الْقَمَاشُ أَقْلَّ أَصْفَرًا مِنْ ذَلِكَ

The comparative is always invariable ; *than* is translated by مِنْ .

75th Lesson — DEGREES OF COMPARISON

The Superlative

The Superlative (relative)

Mary and her brother are the
smallest of the pupils

مَرْيَمَ وَشَقِيقَهَا أَصْغَرَ التِّلَامِيذَةِ

The *superlative* of adjectives derived from simple trilateral verbs, followed by its complement, is rendered by the comparative which remains invariable.

These (d) are the most diligent
of your children

هَهُنَا أَكْثَرُ اجْتِهَادًا مِنْ أَوْلَادِكُمْ

This is the blackest of my ewes

هِيَ الْأَكْثَرُ سَوَادًا مِنْ نِعَاجِي

The *superlative* of adjectives formed from verbs of *more than three* letters (quadriliteral or derived) and the *superlative* of adjectives which denote colours or deformities, are obtained by placing the definite article before the corresponding comparative; *of* is translated by مِنْ.

Superlative of inferiority

She is the least beautiful of our
neighbours

هِيَ الْأَقْلَّ جَمَالًا مِنْ جِيرَانِنَا

The *superlative of inferiority* is the comparative preceded by the definite article; *of* is translated by مِنْ.

— Exercise 79 —

لَا شَكَّ أَنَّ هَذِهِ الدُّرُوسَ أَسْهَلَ مِنَ الَّتِي حَفِظْنَا هَا أَمْسَ — هَذَا
 أَغْنَى تِجَارَ الْمَدِينَةِ (١) — هَلْ إِخْوَتُكُمْ طَوَالَ كَالْوَلَدِ عَمَّكُمْ؟ —
 أَظُنُّ أَنَّهُمْ أَقْصَرُ مِنْهُمْ قَلِيلًا — هَذِهِ الْأَقْمِشَةُ أَكْثَرُ بَيَاضًا مِنْ تِلْكَ
 — هَذِهِ الْإِبْنَةُ أَجْمَلُ أَخَوَاتِهَا — أَوْضَيْتِي أَوْسَعَ مِنْ أَوْضَةِ صَدِيقِي
 — لَا رَيْبَ أَنَّ هَذَا الطَّيِّبَ أَمْرًا مِنَ الذِّي جَاءَ أَمْسَ — هَذَا أَكْبَرُ
 أَبْنَاءِ عَمَّنَا وَذَلِكَ أَصْغَرُهُمْ وَهَذَا أَعْلَمُهُمْ وَذَلِكَ أَذْكَاهُمْ — هَذِهِ
 التَّمَارِينُ أَصْعَبُ مِنَ الَّتِي تَرَجَمْنَاهَا — أَنَا أَظُنُّ أَنَّهَا أَقْلُ صَعُوبَةٍ
 مِنْهَا — هَذِهِ الْأَجْوَاخُ هِيَ الْأَكْثَرُ سَوَادًا وَتِلْكَ الْأَقْلُ بَيَاضًا

— Exercise 80 —

This is the tallest of my sons and that is the smallest of my daughters. — This cloth is not so black as (less black than) that which we bought. — This lesson is easier than that (the lesson) of yesterday and more difficult than that (the lesson) of the day before yesterday. — Are your children more diligent or less diligent than those (the children) of your cousins? — I think that they are more diligent and more intelligent than they. — These engineers are more skilful than those. — These are the most skilful engineers of the town. — These stuffs are not so green as (less green than) that which we sell. — Is not this house larger than our sister's house? — I think that it is a little smaller than hers (her house). — John is the poorest of the family.

76th Lesson — THE CASES OF THE ARABIC DECLENSION

In Arabic, there are *three* cases which are distinguished by final vowel-accents. They are :

1^o the *Raf'a* الرَّفْعُ 2^o the *Nasb* النَّصْبُ 3^o the *Garr* الْجَرُّ
sign : (ـُ) sign : (ـِ) sign : (ـِ)

1st Case — الرَّفْعُ (ـُ)

The pupil has succeeded
نَجَحَ التِّلْمِيذُ

The *Rafa* usually denotes the subject.

2nd Case — النَّصْبُ (ـِ)

He has published the news

نَشَرَ الْخَبَرَ

I struck him to-day

ضَرَبْتَهُ الْيَوْمَ

Joseph was our servant

كَانَ يُوسُفُ خَادِمَنَا

The book is the companion of man إِنَّ الْكِتَابَ رَفِيقُ الْإِنْسَانِ

The *Nasb* usually marks the direct complement of the verb, circumstantial words, the complement of the verb **كَانَ** (to be) and similar verbs (1), the complement of the particles **أَنَّ** - **إِنَّ** (2) and their compounds (3).

1. of which the chief are : **صَارَ** (to become), **أَصْبَحَ** (to be in the morning), **أَمْسَى** (to be in the evening).

2. The particle **إِنَّ** which is generally used to give more force to a phrase, is placed before the subject noun, if the latter stands before the verb ; in such a case it is not translated in English.

3. E.g. **لَإِنَّ** (because), **كَأَنَّ** (as if), **لَكِنَّ** (but).

3rd Case — الْجَرَّ — (—)

مِفْتَاحُ الْبَابِ

The key of the door

قَصِيرُ الْقَامَةِ

Short of stature

مِنْ الْمَدِينَةِ

From the city

The *Garr* is usually applied to the complement of a noun, adjective or preposition.

Exceptions :

- 1°. The *dual* ends in **ان** in the *Raf'a* and **ين** in the *Nasb* and *Garr*.
- 2°. The *regular plural masculine* ends in **ون** in the *Raf'a* and **ين** in the *Nasb* and *Garr*.
- 3°. The *regular plural feminine* ends in **ات** in the *Nasb*.
- 4°. The *five following nouns* take **و** in the *Raf'a*, **ا** in the *Nasb* and **ي** in the *Garr* :

Father	أَبَا	أَخِي	أَبِي
Brother	أَخَا	أَخِي	أَخِي
Father-in-law	حَمَا	حَمِي	حَمِي
Mouth	فَا	فِي	فِي
Possessor	ذَا	ذِي	ذِي

E.g. كَتَبْتُ إِلَى أَخِيكَ شَكَرْتُ أَبَاكَ جَاءَ أَبُوكَ

Remark. — the four former substantives accompanied by **ا** or by the conjunctive pronoun of the first person singular are written : **أَب — أَخ — أَيْ — أَنَا**.

E.g. أَخِي (the brother) — فَمِي (my mouth).

1. It is also said **فَم**, in the three cases.

77th Lesson — THE CASES OF THE ARABIC DECLENSION

THE DOUBLING OF THE FINAL VOWEL-ACCENT

A French poet said قَالَ شَاعِرٌ فَرَسَاوِيٌّ

I have read a book قَرَأْتُ كِتَابًا

Branches of trees فُرُوعُ شَجَرٍ

The final vowel-accent is doubled if the word on which it is placed is undetermined; this doubling of the vowel-accent is called *tanwîn*: (ـِ), (ـَ), (ـِ).

ل is added to the termination (ـِ), but it does not affect the pronunciation.

أجزاء	parts	مَدِينَةٌ	town	قُرَى	villages
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If the undetermined word ends in ـاء — ة — ي , the final ل is suppressed (1).

THE 3rd PERSON OF THE PRONOUN

لَهُ	فِيهِ	عَلَيْهِ
لَئِم	فَئِم	عَلَيْم

For the sake of euphony, after (ـِ) or after ي without an accent or having (ـِ) over it, the accent of the 3rd person of pronoun (singular and plural) becomes (ـِ).

-
1. The (ـِ) is sometimes used to form adverbs; e.g. يَوْمِيًّا (daily, day by day), شَهْرِيًّا (monthly), سَنَوِيًّا (annually).

— Exercise 81 —

كَمْ سَاعَةً اشْتَرَيْتُمْ؟ — كَمْ خَبَرًا فِي هَذِهِ الْجَرِيدَةِ؟ — لَا شَكَّ
أَنْ هَؤُلَاءِ السَّيِّدَاتِ فَاضِلَاتٌ — تَرْجَمُنَا الْكِتَابَ الَّذِي أَرْسَلَ
إِلَيْنَا — كُنْتُ فَقِيرًا فَصُرْتُ غَنِيًّا — كَمْ مَوْلًى تَقْرَءُونَ فِي السَّنَةِ؟
— عِنْدَنَا عَرَبَةٌ وَحِصَانَانِ — أَكْرَمُوا آبَاءَكُمْ وَأُمَّهَاتَكُمْ — لَا أَظُنُّ
أَنْ أَخَاكَ يُحَاسِبُ الطَّيِّبَ الْيَوْمَ — مَتَى وَعَدَنِي هَذَا الشَّابُّ
بِالْخُرُوجِ مَعِي؟ — كَمْ نَسْخَةَ أَرْسَلُوا إِلَى الْجَرَائِدِ؟ — مَا اسْمُ
هَذَا الرَّجُلِ وَمَا اسْمَاءُ أَوْلَادِهِ؟ — كَمْ عَسْكَرِيًّا وَصَلَ أَمْسَ؟

— Exercise 82 —

Do you know the doctor who lives in this little street? — I know him very slightly (little). — These merchants sold (some) cloth and (some) stuffs to my brother. — Has Joseph returned with his friends? — The dog is a friend of (the) man. — Where do you wish that he sends his son? — This princess was poor but she has become very rich. — Have you thoroughly (2) understood the lessons which we have explained to you? — How many pages have you written? — I love (3) my father and my mother. — He loves his brother and his sister. — We love our parents (4). — I think that our neighbours will never leave their house. — What are these engineers doing here? — He hopes that his son and his brother will succeed. — Has John gone out with his father or his brother? — We shall set out (5) in (6) a month or two (months).

1. The noun immediately following كَمْ (how much, how many?) is in the singular and in the Nash.

2. بَعْدَ. 3. أَحَبُّ - 4. parents 5. أَهْلٌ - 6. سَافِرٌ - 7. to set out

78th Lesson — THE NUMERALS

CARDINAL NUMERALS

Three men	ثَلَاثَةُ رِجَالٍ	Nine women	تِسْعَ نِسَاءٍ
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a) - The numerals from *three* to *nine* inclusive are written in the feminine if the noun which follows them is masculine and vice-versa,

The noun is placed in the plural and in the *Garr.*

Eleven men	أَحَدَ عَشَرَ رَجُلًا
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Twelve books	إِثْنَا عَشَرَ كِتَابًا
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Nineteen women	تِسْعَ عَشَرَ امْرَأَةً
----------------	-------------------------

Sixty-five pupils	خَمْسَةُ وَسِتُونَ تَلْمِذًا
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b) - The numerals from *eleven* to *ninety-nine* inclusive take the following noun in the singular and in the *Nasb.* (2)

Ten men	عَشْرَةَ رِجَالٍ	Eleven girls	أَحَدَى عَشَرَ بِنْتًا
Ten women	عَشَرَ نِسَاءٍ	Seventeen boys	سَبْعَةَ عَشَرَ صَبِيًّا

c) - The numeral *ten*, when used alone, follows the same rule as the numerals in class (a).

When used with another number, it is written in the same gender as the noun to which it refers; the noun is put in the singular and in the *Nasb.*

1. أَحَدٌ and إِثْنَانِ or إِثْنَيْنِ	give the feminine forms	أَحَدَى , إِثْنَانِ
or إِثْنَيْنِ		

2. The numerals from *eleven* to *nineteen* inclusive, as well as the « tens » ثلاثون , عِشْرُونَ , etc., always end in (ـَ).

Five hundred men

خَمْسَمِئَةُ رَجُلٍ

Four thousand women

أَرْبَعَةُ آلَافٍ أُنثَى

d) — The numerals *hundred* and *thousand* require the noun which follows them to be in the singular and in the *Garr* (1).

ORDINAL NUMERALS

First	أَوَّلُ	Eleventh	حَادِي عَشَرَ
Second	ثَانٍ (2)	Twelfth	ثَانِي عَشَرَ
Third	ثَالِثٌ	Thirteenth	ثَالِثَ عَشَرَ
Fourth	رَابِعٌ	Fourteenth	رَابِعَ عَشَرَ
Fifth	خَامِسٌ	Fifteenth	خَامِسَ عَشَرَ
Sixth	سَادِسٌ	Sixteenth	سَادِسَ عَشَرَ
Seventh	سَابِعٌ	Seventeenth	سَابِعَ عَشَرَ
Eighth	ثَامِنٌ	Eighteenth	ثَامِنَ عَشَرَ
Ninth	تَاسِعٌ	Nineteenth	تَاسِعَ عَشَرَ
Tenth	عَاشِرٌ	Twenty-first	حَادِي وَعِشْرُونَ

The 17th article

الْمَادَةُ السَّابِعَةَ عَشَرَ

The 34th line

الْسَّطْرُ الرَّابِعُ وَالْثَلَاثُونَ

The ordinal numerals are used in the same gender as the nouns to which they refer. **أَوَّلُ** is an exception, making its feminine **أُولَى**.

1. See p. 26 (2) and (3) — 2. for ثَانِي.

— Exercise 83 —

بَعَثْتُ ثَمَانِيَةَ كُتُبٍ وَخَمْسَةَ وَعِشْرِينَ دَقْتَرًا وَسَبْعَ دَوَاةٍ — اِفْتَحُوا
الدَّرْسَ السَّادِسَ ثُمَّ الْخَامِسَ وَالْعِشْرِينَ — فِي هَذَا الْمَوْفِ
مِثْنَانِ وَثَلَاثُونَ صَحِيفَةً وَفِي كُلِّ صَحِيفَةٍ أَرْبَعَةُ عَشَرَ سَطْرًا وَفِي كُلِّ
سَطْرِ تِسْعَ كَلِمَاتٍ تَقْرِيبًا — عِنْدَهُ ثَلَاثَةُ صَبْيَانٍ وَخَمْسُ بَنَاتٍ —
سَكَنْتُ فِي الدَّوْرِ الْأَوَّلِ وَسَكَنَ أَخِي فِي الدَّوْرِ الثَّالِثِ — هَذِهِ
سَنَةُ ١٩١٠ — أَظُنُّ أَنَّ فِي الدَّوْرِ الْأَوَّلِ أَرْبَعَ أَوْضٍ وَفِي الثَّانِي
وَالثَّالِثِ خَمْسًا — يَوْجَدُ فِي هَذِهِ الْكَلِمَةِ سَبْعُمِائَةَ وَتِسْعُونَ
تَلْمِذًا — كَمْ يَوْمًا فِي السَّنَةِ؟ — كَمْ سَطْرًا كَتَبْتُمْ؟

— Exercise 84 —

In the year (there are) three hundred and sixty-five days, in the month thirty or thirty-one days and in the week seven days. — Have you understood the tenth and the nineteenth lessons? — We have three dogs and two cats. — How many lessons have you studied? — Have you (s) copied the fifty-sixth article? — In the hour (there are) sixty minutes and in the minute sixty seconds. — What is the fourth sentence of this exercise? — In this family (there are) five doctors, four engineers, three school-mistresses, two advocates and one merchant. — How many houses have you? — Open (pl) the eleventh page of the dictionary. — I have bought a house of six stories and on (1) each storey (there are) fourteen rooms. — 56 (2) men. — 243 women. — 612 boys. — 4378 girls. — 16 sheep. — 8 camels. — 129 cocks — 25 hens. — 837 horses.

— Exercise 85 —

(1) إن مصر من أخصب البلدان (2) وموقعها (3) في الشمال الشرقي (4)
 من أفريقيا (5) على ساحل البحر الأبيض المتوسط (6) وهي من
 أقدم البلاد المشهورة (8) في التاريخ وكان الفراعنة (9) ملوكاً لها
 في قديم الزمان وتشهد آثارهم (10) على تقدم (11) المصريين في
 تلك الأيام ومن هذه الآثار الأهرام (12) وقد بناها بعض
 ملوكهم لتكون قبوراً لهم (14) وفي هذه البلاد يمتد (15) نهر
 النيل (16) وهو من أعظم أنهر الأرض وتصب (17) مياهه (18) في
 البحر المتوسط وفي القطر المصري (19) مدن شهيرة أعظمها
 القاهرة (21) وهي العاصمة (22)

-
1. Egypt - 2. بلدان و بلاد - 3. موقع situation - 4.
 North-East - 5. Africa - 6. shore - 7. the Mediterranean Sea - 8.
 renowned - 9. the Pharaohs - 10. آثار monuments - 11. progress -
 12. the Pyramids - 13. some - 14. قبر a tomb - 15. إمتد to stretch
 - 16. the Nile - 17. صب to pour - 18. مياه waters - 19. القطر
 المصري Egypt - 20. towns - 21. Cairo - 22. the capital.

— Exercise 86 —

وَفِي مِصْرَ يَزْرَعُ الْقُطْنُ وَهُوَ مِنْ أَهْمِ (1) مَوَارِدِ الثَّرْوَةِ (2) فِيهَا
وَيَجْمَعُ الْقُطْنُ فِي فَصْلِ الْخَرِيفِ ثُمَّ يُرْسَلُ إِلَى الْإِسْكََنْدَرِيَّةِ (3)
وَمِنْهَا يُحْمَلُ عَلَى السُّفُنِ (4) إِلَى كَثِيرٍ مِنْ مَمَالِكِ (5) أَوْرُوبَا (6)
فَيُغْرَلُ (7) هُنَاكَ وَتَنْسَجُ (8) مِنْهُ الْأَقْمِشَةُ الَّتِي تُصْنَعُ مِنْهَا الْمَلَابِسُ (9)

-
1. more important - 2. sources of wealth - 3. Alexandria - 4.
مَمْلَكَةٌ ship - 5. a Kingdom, a State - 6. Europe - 7.
غَزَلَ to spin - 8. لَسَجَ to weave - 9. (the) clothes.
-

APPENDIX

—e—e—e—

TECHNICAL & ADMINISTRATIVE TERMS



THE GOVERNMENT

State

دَوْلَة

Government

حُكُومَة

Presidency of the Council of Ministers

رِئَاسَة مَجْلِسِ النِّظَارِ

Council of Ministers

مَجْلِسُ النِّظَارِ

The Ministries

النِّظَارَاتُ

Ministry of Foreign Affairs

نِظَارَة الْخَارِجِيَّةِ

Ministry of Finance

نِظَارَة الْمَالِيَّةِ

Ministry of War

نِظَارَة الْحَرَبِيَّةِ

Ministry of Education

نِظَارَة الْمَعَارِفِ الْعُمُومِيَّةِ

Ministry of the Interior

نِظَارَة الدَّاخِلِيَّةِ

Ministry of Justice

نِظَارَة الْحَقَائِقِ

Ministry of Public Works

نِظَارَة الْأَشْغَالِ الْعُمُومِيَّةِ

Legislative Body

الْبَيْتَةُ الشَّرْعِيَّةُ

Legislative Council

مَجْلِسُ شُورَى الْقَوَائِنِ

General Assembly

الْجَمْعِيَّةُ الْعُمُومِيَّةُ

ADMINISTRATIVE HIERARCHY

Permanent Staff مستخدمون داخلون في هيئة العمال

Unclassified Employés مستخدمون ليس لهم درجات

Agents hors cadres خدمة خارجون عن هيئة العمال

Common Servants خدمة سائرة

Minister	ناظر	Inspector	مفتش
Adviser	مستشار	Sub-Inspector	وكيل مفتش
Under-Secretary of State	وكيل نظارة	Assistant-Inspector	مساعِد مفتش
Director-General	مدير عام	Private Secretary	سكرتير خصوصي
Controller	مراقب	Chief clerk	رئيس قلم
Director	ناظر إدارة — مدير	Second clerk	وكيل قلم
Sub-Director	وكيل إدارة	Clerk	كاتب
Official	موظف	Cashier	صراف
Employé	مستخدم	Keeper of Records	أمين محفوظات
Foreign	أجنبي	Bursar	أمين توريدات
Native	وطني	Librarian	أمين مكتبة
Permanent	دائم — مثبت	Store-Keeper	مخزنجي
Temporary	ظهورات	Messenger	ساع

THE BUDGET

Budget	ميزانية	Allowances	مُرتَبَات
Year 1910	سنة ١٩١٠	Pensions	معاشات
Chapter	فصل	Indemnities	تعويضات
Receipts	إيرادات	Subventions, grants	إعانات
Expenditure	مصرفات	Gratuities	مكافآت
Ordinary expenditure	مصرفات عادية	General Reserve	إحتياطي عمومي
Special expenditure	مصرفات خصوصية	Credits	إعتمادات
Secret expenditure	مصاريف سرية	Supplementary credit	إعتماد إضافي
Miscellaneous expenses	مصاريف متنوعة	Dues	رسوم
Unforeseen expenses	مصاريف غير منظورة	Taxes	عوائد
General expenses	مصاريف عمومية	Taxation, taxes	أموال
Transport expenses	مصاريف انتقال	Estimates	تقديرات
Cost of printing	مصاريف مطبوعات	Surplus	زيادة
Sundries	مصاريف تثرية	Deficit	عجز
Travelling allowances	بدل سفرية	Saving	وفر
Salary	ماهيات	Transfer	نقل — تحويل

ADMINISTRATIVE WORDS IN FREQUENT USE

Rescript	إِرَادَة سِنِيَّة
Khedivial Ordinance	أَمْر كَرِيم
Law, Code	قَانُون
Decree	أَمْر عَالٍ
Ministerial Order	قَرَار وَزَارِيّ
Statute, regulation	لَايَحَة
Circular	مَنْشُور
Notice	إِعْلَان
Agreement	إِتْفَاق
Report	تَقْرِير
Memorandum	مَذْكُرَة
Letter	مُكَاتَبَة — إِفَادَة — رِسَالَة
Order	أَمْر
Decision	قَرَار
Certificate	شَهَادَة
Draft, project	مَشْرُوع
Copy	صُورَة — نُسْخَة
Leave	إِجَارَة

MINISTRY OF WAR

Headquarters Staff	أَرْكَانُ حَرْبٍ
Military School	مَدْرَسَةُ حَرْبِيَّةٍ
Department of Supplies	لَوَازِمَاتُ الْجَيْشِ
Recruiting Department	إِدَارَةُ الْقُرْعَةِ
Equipment	تَجْهِيْزَاتٍ
Munitions	ذَخَائِرُ
Rations	تَعْيِيْنَاتٍ
Garrison	حَاطِيَّةٍ
Escort	حَرْسٍ
General	قَائِدٌ — جِنْرَالٌ
Adjutant General	أَدْجُوْتَانْتُ جِنْرَالٌ
Aide de camp	يَاوِرٌ
Officer	ضَابِطٌ
Non-commissioned officer	صَفٌّ ضَابِطٌ
Soldier	جُنْدِيٌّ — عَسْكَرِيٌّ

MINISTRY OF EDUCATION

Superior Council	المجلس الأعلى
School Management Committee	اللجنة العلمية الإدارية
School of Medicine	مدرسة الطب
School of Engineering	مدرسة الهندسة
Khedivial School of Law	مدرسة الحقوق الخديوية
Training College	مدرسة المعلمين
School of Agriculture	مدرسة الزراعة
Technical School	مدرسة الصنايع
Industrial School	مدرسة الصنايع
Egyptian Mission	الإرسالية المصرية
Primary school	مدرسة ابتدائية
Secondary school	مدرسة ثانوية
Higher college	مدرسة عالية
Department of Agriculture and Technical Education	إدارة الزراعة والتعليم الصناعي
Model Workshops	الورش الصناعية
Khedivial Library	المكتبة الخديوية

MINISTRY OF THE INTERIOR

Central Administration	ديوان العموم
Public Security Department and Press Bureau	قسم الضبط والمطبوعات
Identification Service	قسم تحقيق الشخصية
Police Service	قسم البوليس
Mudiria, province	وكيل مديرية
Governorate	محافظ
Markaz, district	وكيل محافظة
Mudir	حكمدار بوليس

Municipal commission	مجلس بلدي
Local commission	مجلس محلي
Municipal delegation	مأمورية بلدية
Electoral college	لجنة الانتخابات
Elected members	الأعضاء المنتخبون
Exporters	تجار الصادرات
Importers	تجار الواردات
Proprietors	أصحاب الاملاك

Department of Public Health	مصلحة الصحة العمومية
Scavenging and Watering Service	قسم الكنس والرّش
Khedivial Laboratory	المعمل الكيماوي الخديوي
Hygienic Institute	المعمل البكتريولوجي
Vaccine Institute	معمل استخراج الماكّة الجذرية
Medical Service	طبيب بيطري
Veterinary Service	كيمائي
Antirabic Institute	حكيمة — قابلة
Ophthalmic hospital	احتياطات صحية
Lunatic Asylum	أمراض عَفَنَة
Slaughter-house	تطهير
Principal medical officer	أدوية
Prisons Department	تفتيش عموم السجون
Reformatory School	سجن
Repression of Slave Trade Department	مصلحة منع تجارة الرقيق
Sanitary, Maritime and Quarantine Board	مجلس الصحة البحرية والكنكرتينات
Encampment	حجاج

MINISTRY OF PUBLIC WORKS

Administrative Service	قِسْمُ الْإِدَارَةِ
Technical Service	قِسْمُ الْهِنْدَسَةِ
Irrigation Department	تَقْتِيشُ عُمُومِ الرِّيِّ
1st Circle of Irrigation	تَقْتِيشُ رِيِّ الْقِسْمِ الْأَوَّلِ
Conversion of Basins	تَحْوِيلُ الْحِيَاضِ
Buildings Department	إِدَارَةُ عُمُومِ الْمَبَانِي
Tanzim and Roads Service	إِدَارَةُ التَّنْظِيمِ وَالطُّرُقِ
Zoological Garden	حَدِيقَةُ الْحَيَوَانَاتِ
<hr/>	
Director of Works	مُدِيرُ أَعْمَالِ
Chief Engineer	بَاشْمُهْنِدِسِ
Electrical Engineer	مُهْنِدِسُ كَهْرَبَائِيٍّ
Mechanical Engineer	مُهْنِدِسُ مِيكَانِيكِيٍّ
Architect	مُهْنِدِسُ مَعْمَارِيٍّ
Draughtsman	رَسَّامٌ
Engineering Works	أَشْغَالٌ فَنِيَّةٌ

Reservoir	خَزَان
Dams	قَنَاطِر
Swing-bridges	كِبَارِي مُتَحَرِّكَة
Upkeep and Repairs	صِيَانَة وَتَرَمِيم
Agricultural Roads	سَكَّكَ زَرَاعِيَة
Canals and drains	تُرُوع وَمَصَارِف
Machines	آلَات
Antiquities Department	إِدَارَة عُمُومِ الْآثَار
Railway Administration	مَصْلَحَة السِّكِّكَ الْحَدِيدِيَّة
Permanent Way Department	قِسْمُ هَنْدَسَة السِّكِّكَ
Traffic Department	قِسْمُ الْإِدَارَة
Goods Department	قِسْمُ الْبَضَائِع
Rolling Stock Department	قِسْمُ هَنْدَسَة الْوَابُورَات
Telegraph Department	مَصْلَحَة التَّلِغْرَافَات

MINISTRY OF JUSTICE

Court of Appeal	مَحْكَمَةُ اسْتِثْنَاءٍ	Counsellor, judge	مُسْتَشَارٌ — قَاضٍ
Assize Court	مَحْكَمَةُ جُنَايَاتٍ	Judges	قَضَاةٌ
Mixed Tribunal	مَحْكَمَةُ مُخْتَلِطَةٍ	Chief clerk, registrar	بَاشِكَاكِبْ
Native Tribunal	مَحْكَمَةُ أَهْلِيَّةٍ	Registrar	كَاتِبْ أَوَّلْ
Tribunal of 1st Instance	مَحْكَمَةُ ابْتِدَائِيَّةٍ	Assistant registrar	كَاتِبْ ثَانٍ
Mehkemeh	مَحْكَمَةُ شَرْعِيَّةٍ	Usher	مُحَضَّرٌ
Parquet	الْيَنَابَةِ	Copying-clerk	مَبِيضٌ
Registries	أَقْلَامُ الْكُتَّابِ	Copyist	نَسَاخٌ
President of a Tribunal	رَئِيسُ مَحْكَمَةٍ	Medico-legal expert	طَبِيبُ شَرْعِيٍّ
Procureur-Général	نَائِبُ عَمُومِيٍّ	Sitting	جَلْسَةٌ
Chef de parquet	رَئِيسُ نِيَابَةٍ	Lawsuit, action	قَضِيَّةٌ
Substitute	وَكِيلُ نِيَابَةٍ	Judicial police	الضَّبْطِيَّةُ الْقَضَائِيَّةُ

OTHER DEPARTMENTS

Caisse de la Dette Publique	صندوق الدين العمومي
Guaranteed debt	الدين المضمون
Privileged debt	الدين الممتاز
Unified debt	الدين الموحد
Loan	سلفة — قرض
Annuity	قسط سنوي
Interest	فائدة
Redemption	إستِلاك
Title-deeds	أوراق مآلية
Shares	أسهم
Debentures	سندات
<hr/>	
Wakfs Administration	إدارة عموم الأوقاف
State Domains Department	مصلحة الأراضي الأميرية
Museum of Arab Art	دار الآثار العربية
Khedivial Agricultural Society	الجمعية الزراعية الخديوية

SUDAN GOVERNMENT

Office of the Governor-General

مكتب الحاكم العام

Office of the Inspector-General

مكتب المفتش العام

Civil Secretary's Department

إدارة السكرتير المائكي

Legal Secretary's Department

الإدارة القضائية

Financial Secretary's Department

الإدارة المالية

Intelligence Department

إدارة المخابرات

Education Department

إدارة المعارف

Woods and Forests Department

إدارة الغابات

Agriculture and Lands Department

إدارة الزراعة والأراضي

Game Preservation Department

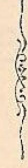
إدارة وقاية الحيوانات البرية

Survey Department

إدارة المساحة

Medical Department

الإدارة الطبية



INDEX

	Pages
PREFACE	4
SYMBOLS & ABBREVIATIONS	6

Part I — READING LESSONS

ALPHABET (letters, vowel-accents, signs)	8
Weak or lengthening letters	22
Solar and lunar letters	24
THE NUMERALS	25

Part II — GRAMMAR

Personal pronouns	28
— conjunctive	28
— disjunctive	34

THE VERB

REGULAR VERBS

Simple trilateral verbs (regular)	36
Past tense	37
Present and future tense	43
Imperative	51

	Pages
Simple quadrilateral verbs (regular)	55
Present & future tense preceded by certain particles	59
Agreement of the verb	61
Participles of simple verbs (regular).	63

THE NOUN

Genders	65
Numbers	67
Regular plural	71
Irregular plural	74

THE ADJECTIVE

Genders and numbers of adjectives	81
Agreement of the qualifying adjective	84
Demonstrative adjectives	86
Indefinite adjectives	88
Interrogative adjectives	88

THE PRONOUN

Demonstrative pronouns.	91
Relative pronouns	93
Interrogative pronouns	96
Indefinite pronouns	96

Part III — GRAMMAR (Syntax)

Pages

IRREGULAR VERBS

Simple trilateral verbs (irregular)	100
Reduplicated verbs.	100
Assimilated verbs.	102
Concave verbs.	104
Defective verbs	108
Hamzated verbs.	112
Participles of simple trilateral verbs (irregular). . . .	114

DERIVED VERBS 115

Derivatives from trilateral verbs	115
Derivatives from quadrilateral verbs.	124

FORMATION OF COMPOUND TENSES. 125

THE PASSIVE VERB. 128

THE MASDAR or VERBAL NOUN. 130

DEGREES OF COMPARISON. 134

THE CASES OF THE ARABIC DECLENSION. 138

THE NUMERALS. 142

APPENDIX

	Pages
The Government.	148
Administrative hierarchy.	149
The budget	150
Administrative words in frequent use	151
Ministry of Finance	152
Ministry of War.	154
Ministry of Education	155
Ministry of the Interior.	156
Ministry of Public Works.	158
Ministry of Justice.	160
Other Departments	161
Sudan Government.	162

INDEX TO VOCABULARIES

	Pages
The school	28, 30
The dining-room.	32, 34
A room.	36, 38
Time.	40, 42
The bed-room.	44
The family.	46
A street.	48
Dress.	50
The human body.	52, 54
Animals.	56, 58
Plants and seeds.	60
A tree, flowers, fruits.	62
The house, etc.	64
Professions and trades.	66, 68
Tools	70
Lighting, warming, natural phenomena.	72
Time (of the clock)	80
Travelling.	88
Military terms	92



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